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# GRAMMAR

## BOOK THREE



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Book 3







# GRAMMAR



## BOOK THREE

BY

ARTHUR C. PERRY, JR.

DISTRICT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY

AND

ANDREW E. EICHMANN

PRINCIPAL, PUBLIC SCHOOL NINETY-SEVEN, BROOKLYN  
NEW YORK CITY



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## PREFACE

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This grammar, of which the present volume is the third in a series of four, is a practical working text-book for pupils of elementary-school grade. It provides a wealth of exercises arranged in logical sequence such as to make the mastery of grammar comparatively easy and the demands on the teacher relatively light. The inductive method is inherent; both teacher and pupil are forced to this form of reasoning by the method of presentation and the very nature and order of the exercises.

The inductive method takes the form of asking the pupil to *observe* a number of particular instances illustrating the topic, to *note* the generalization based on these instances, and to *apply* the generalization to exercises, an example of which is given when deemed advisable.

It is assumed that the teacher knows how to teach, how to present new matter, how to review and to drill, and how to teach pupils to study. Her chief need is a liberal supply of material. In this series exercises are given in profusion, and the space on the page is used to the maximum consistent with artistic typography. No teacher, however, should be appalled by the quantity of material offered. She may not use it all, but it is here if she wants it. A striking feature is that most of it lends itself readily for use in the study period, group work, and homework.

Definitions and rules are given in matters essential only. These may be memorized as the work proceeds; for the convenience of the student they are collated at the end of the volume. Rigid classification is avoided designedly and for two reasons: first, students of elementary-school age do not seize the finer grammatical distinctions—the elementary school is no place for discriminations about which the masters quarrel; second, children enter into the

grammatical spirit only by the concrete use of the properly selected sentence copiously illustrated. The technical names of the parts of speech, etc., are frankly used as soon as the need arises; the pupil is not "babied," so to speak, by calling a *noun* a *name word*.

It is assumed that pupils have studied certain elements of composition that are anticipatory of grammar study—simple rules of punctuation, capitalization, and spelling. These rules are reviewed by way of preparation for the presentation of more advanced rules.

It is felt that pupils profit by setting forth in formal order their analysis of a sentence. Hence the form of *verbal analysis* is frequently given. Graphic presentation makes a special appeal, and hence the verbal analysis is supplemented by forms of *graphic analysis*, a term which is regarded as more desirable than the traditional *diagramming*. While graphic analysis is not the end of grammar study, its inherent interest makes it a valuable accessory. The system here used—an original device—is simple and its rationale so obvious that the structure of the sentence appears at a glance. The distinction between entire subject and entire predicate seen in the simplest sentence is maintained even in the most complex; the lines are either vertical or horizontal, light or heavy, dotted or full; every word is written in the familiar direction and is frequently parsed by its very position in the graph.

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## TO THE TEACHER

1. Please read the PREFACE to this book.
2. Please note the following arrangement of this book:
  - a. The material is divided into **Topics**, by number.
  - b. The usual arrangement of the material under each topic is:
    1. The word **Observe** followed by instances (lettered *a, b, c*, etc.) illustrating the point of the topic.
    2. The word **Note** calling attention to the point.
    3. A **RULE** or **DEFINITION** if one has been developed.
    4. Exercises, numbered consecutively throughout the topic, but grouped under A, B, C, etc. Unless otherwise specified, the directions to pupils apply to the exercises that immediately follow.
    5. An **Example**, illustrating the exercise, if one is needed.
    6. An illustration of VERBAL (oral or written) ANALYSIS, when needed.
    7. An illustration of GRAPHIC ANALYSIS, when needed.
  8. **SUPPLEMENTARY** exercises which may be used in a variety of ways:
    - a. When a class is working through the regular exercises there will ordinarily be a number of pupils who proceed faster than the average; when they finish the regular exercises they may continue to the SUPPLEMENTARY and work as many of these as possible while the rest of the class is finishing the regular work.
    - b. At the opening or close of a lesson the teacher will probably have a rapid review of some preceding lesson. This may be expedited by using the Supplementary material given in connection with the topic to be reviewed.
    - c. For a review extending over a number of topics the class can be taken rapidly over the Supplementary material for each; e.g., "take the first four exercises in each group," or "the odd-numbered exercises," or "the last three exercises."
3. Please note that preceding each topic there is often a number in parenthesis. This refers to the page on which the topic was last treated. The number in parenthesis following the topic indicates the page on which the topic is next treated.

# GRAMMAR

## BOOK THREE

### Topic 1. THE VERB: Tense. (4)

Observe:

- a. The sun shines to-day.
- b. The sun shone yesterday.
- c. The sun will shine to-morrow.

**Note** that in all three sentences the verb is some form of the action verb *shine*. Note that to express the action as happening now, sentence *a*, the form is *shines*; that to express the action as something that happened in the past, sentence *b*, the form is *shone*; and that to express the action as something to happen in the future, sentence *c*, the form is *will shine*.

Observe:

- d. I am here to-day.
- e. I was here yesterday.
- f. I shall be here to-morrow.

**Note** that in all three sentences the verb is some form of the verb *be*. Note that to express the being as going on now, sentence *d*, the form is *am*; that for the past it is *was*; that for the future it is *shall be*.

The form or use of the verb which denotes the time of the action or being is called its **tense**. (**Tense** is the old French word for **time**.)

When the form or use of the verb denotes present time, the verb is in the *present tense*.

When the form or use of the verb denotes past time, the verb is in the *past tense*.

When the form or use of the verb denotes future time, the verb is in the *future tense*.

The verb can be arranged in tabular form, so as to show the changes it undergoes in the three tenses, the three persons, and the two numbers—for example, *see*:

| TENSE          | PERSON | NUMBER          |               |
|----------------|--------|-----------------|---------------|
|                |        | <i>Singular</i> | <i>Plural</i> |
| <i>Present</i> | 1.     | I see           | We see        |
|                | 2.     | Thou seest      | You see       |
|                | 3.     | He sees         | They see      |
| <i>Past</i>    | 1.     | I saw           | We saw        |
|                | 2.     | Thou sawst      | You saw       |
|                | 3.     | He saw          | They saw      |
| <i>Future</i>  | 1.     | I shall see     | We shall see  |
|                | 2.     | Thou wilt see   | You will see  |
|                | 3.     | He will see     | They will see |

(Note that in the first person future, singular and plural, the verb takes the auxiliary *shall*; in the second person singular, *wilt*; at other times, *will*.)

A. Build eighteen sentences using the action verb in three tenses, three persons, and two numbers:

**Example:**

| See                        |                            |
|----------------------------|----------------------------|
| PRESENT                    |                            |
| <i>I see my way.</i>       | <i>We see our way.</i>     |
| <i>Thou seest thy way.</i> | <i>You see your way.</i>   |
| <i>He sees his way.</i>    | <i>They see their way.</i> |

(Continuing for PAST and FUTURE.)



- |          |          |         |            |
|----------|----------|---------|------------|
| 1. speak | 4. sing  | 7. see  | 10. draw   |
| 2. read  | 5. eat   | 8. run  | 11. choose |
| 3. hear  | 6. drink | 9. walk | 12. recite |

**B.** Build eighteen sentences using the being verb in the different tenses, persons, and numbers:

- |          |           |          |
|----------|-----------|----------|
| 13. be   | 15. live  | 17. look |
| 14. seem | 16. exist | 18. feel |

### SUPPLEMENTARY

**C.** Classify the verb as being or action, and state its tense:

19. Harvey discovered the circulation of blood.
20. Recently, I read a description of that discovery.
21. We shall soon see a demonstration of it.
22. Buy your butter and eggs at Collins's dairy.
23. Whom do you mean?
24. Have you a ferret for that purpose?
25. To work without any rest is to tax your strength excessively.
26. Will you be at the museum to-morrow?
27. Your friend will await you there.
28. The lecturer expects a large attendance.
29. All the states will demand a referendum.
30. In the corner of his suitcase lay a diamond of rare quality.
31. We are living in the Iron Age of the world's history.
32. The Railroad Era began early in the nineteenth century.
33. A century ago there was little demand for iron and steel.
34. Iron-miners are perhaps the thriftiest workers in America.
35. Shall I show you through the iron-foundry?
36. Will you also visit the coal-collieries?
37. You will find the trip most instructive.
38. The coal-mines of West Virginia are much deeper.
39. Bituminous coal is soft; it burns readily.

## (1) Topic 2. THE VERB: Perfect Tense. (7)

Observe:

- a. *I write ten letters to-day.*
- b. *I have written ten letters this term.*
- c. *I wrote five letters last March.*
- d. *I had written five letters by the middle of last March.*
- e. *I shall write ten letters next March.*
- f. *I shall have written ten letters by the end of next March.*

**Note** that in sentence *a* the action is present and the time is present; that in sentence *b* the meaning is that the action is completed but that the time, *this term*, still continues; and that the auxiliary is *have*.

**Note** that in sentence *c* the action is past and the time is past; that in *d* the action was completed before a stated time or event in the past; and that the auxiliary of its verb is *had*.

**Note** that in sentence *e* the action is future and the time is future; that in *f* the action will be completed before a stated time or event of the future; and that its auxiliary is *shall have*.

**Note** that the action in sentences *b, d, f* is completed or *perfected* now, or by a stated time in the past or in the future. The verbs are therefore in the *perfect tenses*.

When the form or use of the verb denotes what *has taken place* within a period of time up to the present, the verb is in the *present perfect tense*.

When the form or use of the verb denotes what *had taken place* at some past time or event mentioned or understood, the verb is in the *past perfect tense*.

When the form or use of the verb denotes what *shall or will have taken place* at some future time mentioned or understood, the verb is in the *future perfect tense*.

A. Build eighteen sentences showing the verb in the perfect tenses:

**Example:**

be

PRESENT PERFECT

*I have been here to-day.*

*Thou hast been here this week.*

*He has been here already.*

*We have been here all day.*

*You have been here this term.*

*They have been here before.*

PAST PERFECT

*I had been here an hour when Ruth came.*

*Thou hadst been here an hour when they came.*

*She had been here an hour when they came.*

*We had been here an hour when they arrived.*

*You had been here an hour when Ruth came.*

*They had been here an hour when Ruth arrived.*

FUTURE PERFECT

*I shall have been here three hours by noon.*

*Thou wilt have been here three hours by noon.*

*It will have been here three hours by noon.*

*We shall have been here four weeks by to-morrow.*

*You will have been here six weeks by then.*

*They will have been here two weeks by Thursday.*

1. begin
2. catch
3. choose
4. come
5. break

6. burst
7. buy
8. fall
9. give
10. freeze

11. do
12. go
13. ride
14. rise
15. lend

16. send
17. show
18. sink
19. speak
20. take

**B. State the tense of the verb:**

21. This bus arrived here an hour ago.
22. It runs between Trenton and Bristol.
23. It will leave here at two o'clock.
24. Remember the hour.
25. Shall I accompany you?
26. The Sunset Limited has already left for Chicago.
27. The train had left before your message arrived.
28. It will have reached Chicago before 4 P. M.
29. Have you a time-table?
30. Have you ever travelled?

**C. Reconstruct the sentence, making the verb appear in each of the other five tenses:**

**Example:**

Was I not of age yesterday?

|                  |   |
|------------------|---|
| PRESENT:         | <i>Am I not of age to-day?</i>                            |
| FUTURE:          | <i>Shall I not be of age to-morrow?</i>                   |
| PRESENT PERFECT: | <i>Have I not been of age all along?</i>                  |
| PAST PERFECT:    | <i>Had I not been of age before the draft?</i>            |
| FUTURE PERFECT:  | <i>Shall I not have been of age before the next call?</i> |

31. The Mexican swings the lasso round his head.
32. The Angel of Death streaked the door-posts with blood.
33. Here once lived and labored a noble leper priest.
34. The last Thursday of November is a day of thanksgiving.
35. Shall we travel over the Lincoln Highway?
36. This year our wheat-crop has been unusually large.
37. The farmers had predicted it before the end of Spring.
38. By October they will have stacked their granaries.
39. The battle-field often decides a nation's fortunes.
40. Has my conduct not always been satisfactory?

## SUPPLEMENTARY

## D. State the tense of the verb:

41. We shall meet you at the Zoological Gardens.
42. Have you ever heard of the sacred phenix?
43. You will see there a specimen of the Egyptian phenix.
44. In pagan mythology the fabled phenix was an Arabian bird.
45. It resembles our American eagle in many respects.
46. The Egyptian had known of its ways before the time of Rameses.
47. It burned itself on the altar of sacrifice.
48. It then rose from its ashes young and beautiful.
49. In the library you will find much matter under this topic.
50. Read some of these stories now.
51. The phenix is an emblem of immortality.
52. I shall tell you more of it later.
53. Egypt has taught us many curious things about nature.
54. It is a pleasure to read its history.
55. We learn much of interest by reading.

## (4) Topic 3. THE VERB: Voice. (17)

## Observe:

a. *The turkey is eating.*

b. *The turkey is being eaten.*

**Note** that these two sentences do not mean the same thing. In both sentences the verbs, *is eating* and *is being eaten*, are action verbs. In sentence *a*, *is eating* represents the subject as doing the action, and is said to be in the *active voice*. In sentence *b*, *is being eaten* does not represent the subject as *doing* the action, but represents the subject as *receiving* the action, and is said to be in the *passive voice*.

**Note** that the change from the active meaning to the passive meaning is made entirely by a change in the verb.



When a verb represents the subject as the doer of the action, it is in the *active voice*.

When a verb represents the subject as the receiver of the action, it is in the *passive voice*.

**A.** Name the verb, and tell which it is—active or passive:

(See picture on opposite page.)

- |  |   |
|--|---|
| 1. A fence encloses the yard.              | 12. A cloth covers the table.                     |
| 2. The barnyard is enclosed by a fence.    | 13. The table is covered with a table-cloth.      |
| 3. The turkey eats the corn.               | 14. Every guest had been invited.                 |
| 4. The corn is eaten by the turkey.        | 15. Every guest relished that dinner.             |
| 5. That turkey was fattened for the feast. | 16. The diners are eating of the turkey.          |
| 6. All feed-stores sell grain.             | 17. Half of the turkey was eaten by these diners. |
| 7. Grain and greens are used as fodder.    | 18. Did the turkey expect such a fate?            |
| 8. All fowl feed on these.                 | 19. Such a fate was not expected.                 |
| 9. All fowl relish grain foods.            | 20. But the turkey's time had come at last.       |
| 10. The guests sit at the table.           |   |
| 11. The dinner is served.                  |   |

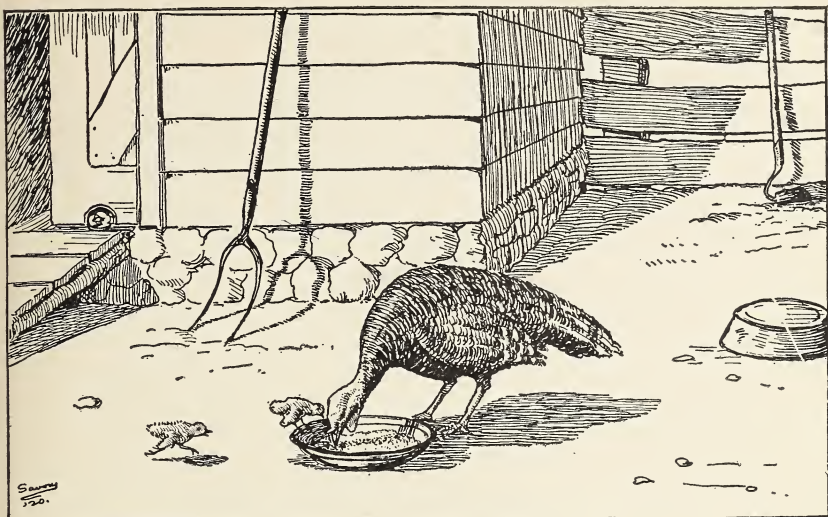
**B.** Change the sentence so that the subject becomes the receiver of the action:

**Example:**

The fort has saluted.

*The fort has been saluted.*

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 21. Oysters can eat.              | 26. Cattle feed on grass.           |
| 22. The prisoner shall hear.      | 27. Our boat shook violently.       |
| 23. Your army has conquered.      | 28. The batter struck out.          |
| 24. My sister teaches here.       | 29. The agency pays well.           |
| 25. That dog may bite in a fight. | 30. The class exercises in running. |



## VERBAL ANALYSIS

## C. Analyze verbally:

**Example:**

The intensely patriotic Webster was admired for his learning and eloquence.

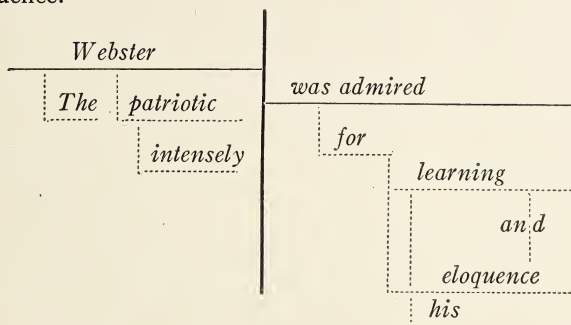
- I. *The intensely patriotic Webster was admired for his learning and eloquence.*
  - II. Declarative sentence.
  - III. Subject: *Webster.*
  - IV. Predicate: *was admired.*
  - V. Subject modified by: adjectives, *The, patriotic*, modified by adverb *intensely.*
  - VI. Predicate modified by: adverbial phrase *for his learning and eloquence*; chief words, nouns *learning, eloquence*, connected by conjunction *and*, modified by pronoun *his.*
- 
31. The company's books were inspected by a court officer.
  32. Every man in the regiment prepared himself for battle.
  33. Who can endure a continuously severe climate?
  34. Cross the river in its shallow parts.
  35. The East River is spanned by five bridges.
  
  36. The Strait of Dover connects two bodies of water.
  37. Two bodies of water are connected near Dover.
  38. Our gallant little ship was pitched on the rocks.
  39. Much of our food has been kept in storage.
  40. Keep a strict watch over your leisure moments.
  
  41. The French artist Chavannes painted the "Sacred Wood."
  42. This famous picture is exhibited in Lyons.
  43. The "Nine Muses" was painted by the same artist.
  44. It is a decoration in the Boston Public Library.
  45. Many people prefer it to the "Sacred Wood."

## GRAPHIC ANALYSIS

D. Make a graphic analysis of each sentence in Exercise C.

**Example:**

The intensely patriotic Webster was admired for his learning and eloquence.



E. Parse each word of each sentence in Exercise C.

(In parsing a verb include its voice and tense. Thus, *was admired* is a verb, passive, past.)

**Observe:**

*a*

*I am*  
*I was*  
*I shall be*  
*I have been*  
*I had been*  
*I shall have been*

*b*

*I call*  
*I called*  
*I shall call*  
*I have called*  
*I had called*  
*I shall have called*

*c*

*I am called*  
*I was called*  
*I shall be called*  
*I have been called*  
*I had been called*  
*I shall have been called*

**Note** that column *a* shows the being verb *be* in its six tenses; that column *b* shows the active verb *call* in its six tenses; that column *c* shows the two verbs combined in the six tenses.

**Note** that *am called*, *was called*, etc., each represents its subject *I* as acted upon; hence it is passive.

The passive verb is made up of the verb *be* and the active form of the action verb.

F. Give the verb *be* and the action verb in the six tenses and form the passive:

**Example:**

He sees

|                          |                          |                               |
|--------------------------|--------------------------|-------------------------------|
| <i>He is</i>             | <i>He sees</i>           | <i>He is seen</i>             |
| <i>He was</i>            | <i>He saw</i>            | <i>He was seen</i>            |
| <i>He will be</i>        | <i>He will see</i>       | <i>He will be seen</i>        |
| <i>He has been</i>       | <i>He has seen</i>       | <i>He has been seen</i>       |
| <i>He had been</i>       | <i>He had seen</i>       | <i>He had been seen</i>       |
| <i>He will have been</i> | <i>He will have seen</i> | <i>He will have been seen</i> |

- |               |                  |                  |                     |
|---------------|------------------|------------------|---------------------|
| 46. I please  | 51. She forgives | 56. We pay       | 61. It defeats      |
| 47. You bite  | 52. It catches   | 57. They disturb | 62. You carry       |
| 48. He hears  | 53. They sink    | 58. He punishes  | 63. We manage       |
| 49. We find   | 54. We shake     | 59. They convict | 64. Thou praisest   |
| 50. They love | 55. I blame      | 60. She rewards  | 65. She understands |

**Topic 4. THE SENTENCE: Active Changed to Passive. (15)**

Observe:

- a. *The ship saluted.*
- b. *The ship was saluted.*
- c. *Johnson succeeded Lincoln.*
- d. *Lincoln was succeeded by Johnson.*

**Note** that *saluted*, sentence *a*, is in the active voice; that *was saluted*, sentence *b*, is in the passive voice; and that the two sentences do *not* mean the same thing.

**Note** that *succeeded*, sentence *c*, is in the active voice; that *was succeeded* is in the passive voice; that *Lincoln*, the object of the active verb *succeeded*, sentence *c*, becomes, in sentence *d*, the subject of the passive verb *was succeeded*; that *Johnson*, the subject of



sentence *c*, becomes the object of the preposition *by* in sentence *d*; and that *these two sentences mean the same thing*.

A sentence in the active form may be changed to the passive form without changing the meaning.

A. Reconstruct the sentence in the passive form without changing its meaning:

**Example:**

Have the Danes ever invaded England?

*Has England ever been invaded by the Danes?*

1. Lee defeated Grant.
2. The Civil War stopped slavery.
3. Wellington defeated Napoleon.
4. Lightning strikes any object.
5. Shakespeare wrote many plays.
6. The rain feeds the earth.
7. Spring rains have softened the sod.
8. Did the Indians know anything about gunpowder?
9. A thousand tourists visit the Bermudas annually.
10. Has the gardener pruned the grape-vine?
11. A huge shark devoured that hideous skate.
12. Will the captain pilot your boat through the harbor?

**SUPPLEMENTARY**

B. Change the underscored verbs into the passive and alter the construction where necessary:

13. The world will esteem you for your heroism.
14. The United States acquired the Philippines as a war indemnity.
15. Whittier wrote many beautiful poems against slavery.
16. The lecturer will explain the laws of trade.
17. Congress made Barry the first officer in the American Navy.
18. That manners reveal character no man can deny.

19. The troops stormed the straits in hope of taking Constantinople.
20. To settle the estate, the executive foreclosed the mortgage.
21. Though he slay me yet will I remain faithful to my God.
22. They hanged the villain to a tree and riddled him with bullets.
23. Your example will encourage others to good behavior.
24. The shrill war-whoop might have aroused the settlers at any hour.
25. Emanuel bought the Bonaparte papers and deposited them in the Royal Library of Florence.
26. What the multitude approves may not always be just.
27. These immigrants will return on the ship that brought them.
28. That this country allows the ignorant to vote may yet bring trouble.
29. It is believed that the harvest of this year will exceed that of last year.
30. In a few months this country will have completed the longest highway in the world.
31. When the United States admitted Texas it also assumed the national debt of that state.
32. The robin will seek man's society unless bad boys and greedy cats molest him.
33. The happy bobolink carries good cheer into the silent tufts of rushes and wild reeds.
34. As a rule, gardeners raise cultivated roses from slips or cuttings.
35. Sometimes tent caterpillars infest whole acres of fruit-trees, and kill them.
36. A timely frost frequently kills off the first insects of the season.
37. After a slight snowfall it is easy to track the deer.
38. Inexperienced sportsmen destroy valuable game.
39. A true sportsman will not inflict unnecessary suffering.

## (12) Topic 5. THE SENTENCE: Passive to Active. (29)

Observe:

a. *Paper money can be legalized by the government.*

b. *The government can legalize paper money.*

**Note** that these two sentences mean the same thing.

**Note** that *can be legalized*, sentence *a*, is in the passive voice, that its subject is *money*, that it has no object but that it is modified by the phrase *by the government*. Sentence *a* is passive construction.

**Note** that *can legalize*, sentence *b*, is in the active voice, that its subject is *government* (in sentence *a* the object of the phrase), and that its object is *money* (in sentence *a* the subject). Sentence *b* is active construction.

A sentence in the passive form may be changed to the active form without changing the meaning.

**A.** Reconstruct the sentence in the active form without changing its meaning:

**Example:**

Was the meadow-lark killed by the storm?

*Did the storm kill the meadow-lark?*

1. The apothecary's weight is used by druggists.
2. Kiao-chau had been bought from China by Germany.
3. A great highway has been built by several states.
4. Transportation is much improved by canals.
5. The Mississippi was first explored by Father Marquette.
6. Why was the dolphin considered sacred by the ancients?
7. Douchiny was named after this fish by Humbert.
8. That swamp was completely overrun by muskrats.
9. Your votes will be counted by the poll-clerks.
10. Nearly all our exports are transported by ocean steamers.

## SUPPLEMENTARY

B. Transform the *passive* construction into the *active*, making other changes where necessary:

11. I shall be transferred by the superintendent.
12. Many elms have been planted by the state officials.
13. Were the ashes removed by the street-cleaner?
14. "Pendennis" was written by Thackeray, and "Deerslayer" by Cooper.
15. The state capitol was struck three times by lightning.
16. We should not have been punished by the principal had we confessed our mistake at once.
17. Much stock might be damaged by transportation.
18. The visitors had been ushered into the East Room before the President arrived.
19. I am informed by the clerk that the employees in the Mint may be searched at any time.
20. That animals possess some intelligence has been repeatedly proved.
21. Pedestrians are cautioned not to walk on the railroad-tracks.
22. Guests will be advised by the management as to the best time for fishing.
23. Our thirst was slaked at the little stream, and our hunger stilled by the bounty of our host.
24. Through lack of fertilization the vast plain was turned into a desert region.
25. He fished all day without a murmur, though not encouraged by a single nibble.
26. Owing to the storm, port could not be made that night.
27. The polar regions had been entered by adventurers before Peary discovered the pole.
28. Arnold's good judgment was frequently questioned by the public.

## (7) Topic 6. THE VERB: Distinguished from the Predicate Adjective. (18)

Observe:

*a. The curtain was pretty.**b. The curtain was raised.**c. The curtain was rising.*

**Note** that *was*, sentence *a*, is a being verb, the predicate of the sentence, and *pretty* is a predicate adjective.

**Note** that *was raised*, sentence *b*, is the predicate; that it is an action verb, passive voice; and that *was* is the auxiliary.

**Note** that *was rising*, sentence *c*, is the predicate; that it is an action verb, active voice; and that *was* is the auxiliary.

A verb and its auxiliary can be distinguished from a verb and its predicate adjective by noting its use in the sentence.

**A.** Tell which the underscored is—a verb with its predicate nominative, an active verb, or a passive verb:

1. Our store was vacant.13. Skirts will be longer.2. Our store was vacated.14. Skirts will be lengthened.3. Our store was rented.15. Skirts will be dyed.4. My shoes are black.16. Maud is respectable.5. My shoes are blackened.17. Maud is respected.6. My shoes are drying.18. Maud is improving.7. That lawn is trim.19. My clock had been regular.8. That lawn is trimmed.20. My clock had been regulated.9. That lawn is growing.21. My clock had been striking.10. Interest was payable.22. Streets shall be wide.11. Interest was paid.23. Streets shall be widened.12. Interest was rising.24. Streets shall be wider.

B. Construct sentences that distinguish the adjective from the verb:

**Example:**

stiff, stiffen

*New collars are clean and stiff.*

*The laundryman will stiffen them again.*

- |                        |                         |                           |
|------------------------|-------------------------|---------------------------|
| 25. short, shorten     | 35. blamable, blame     | 45. dramatic, dramatize   |
| 26. white, whiten      | 36. irritable, irritate | 46. interesting, interest |
| 27. brittle, break     | 37. offensive, offend   | 47. thoughtful, think     |
| 28. eatable, eat       | 38. shameful, shame     | 48. instructive, instruct |
| 29. fertile, fertilize | 39. silent, silence     | 49. ornamental, ornament  |
| 30. various, vary      | 40. sufficient, suffice | 50. memorable, remember   |
| 31. hot, heat          | 41. rotary, rotate      | 51. harmonious, harmonize |
| 32. injurious, injure  | 42. legal, legalize     | 52. granular, granulate   |
| 33. readable, read     | 43. different, differ   | 53. quarrelsome, quarrel  |
| 34. clean, cleanse     | 44. elective, elect     | 54. beautiful, beautify   |

**(17) Topic 7. THE VERB: Transitive and Intransitive. (21)**

**Observe:**

a. *Smoke curls.*

b. *Miss Brennan curls feathers.*

**Note** that sentence *a* is a complete statement whose subject is *Smoke*; predicate, the active verb *curls*. It needs no object, for the action is completed in itself. It is the subject *Smoke* that *curls*, so that we do not ask *curls what?* There is no passing over of action from verb to object. The verb is therefore *intransitive*.

**Note** that sentence *b* is a complete statement; when you ask *curls what?*, the answer *feathers* appears in the sentence. The action passes over from the verb *curls* to the object *feathers*. This verb is called *transitive* (meaning *passing over*).



Observe:

c. *Galileo invented the pendulum.*

d. *The pendulum was invented by Galileo.*

**Note** that sentence *c* is in the *active form*, that *d* is in the *passive form*.

**Note** that *invented*, sentence *c*, is an action verb, active voice, whose action is completed in its object *pendulum*. Hence it is a *transitive verb*.

**Note** that *was invented*, sentence *d*, is an action verb, passive voice, whose action is completed in its subject *pendulum*. Hence it is, too, a *transitive verb*.

**A.** Tell which the verb is—transitive or intransitive:

1. Contagious diseases spread fast.
2. We spread the apples in the loft.
3. That sounds correct to me.
4. The bugler sounds the reveille.
5. Water always boils at  $212^{\circ}$  Fahrenheit.
6. Margaret always boils the picnic hams.
7. The whole crowd suddenly scattered.
8. My neighbor scattered salt on the ice.
9. This room smells strongly of sulphur.
10. Your pointer evidently smells a trail.
11. Even floors of stone wear out.
12. Eskimos wear heavy furs.
13. The ice cracked in the centre.
14. A squirrel has cracked all these nuts.

## SUPPLEMENTARY

B. Give the voice and tense of the underscored verb:

15. The Arctic glaciers moved very slowly.
16. The Breen Brothers at one time moved houses.
17. The old Montauk Theatre has been moved back.
18. The Belmonts have moved away this week.
19. As we blunder along, our trouble increases.
20. Proper exercise increases our strength.
21. Some have had bad falls but none have been hurt so far.
22. The low tariff has hurt our trade.
23. An earthquake shook Messina to its foundation.
24. Even bridges were shaken from their moorings.
25. Churches and monuments shook.
26. Mercury freezes at 40° below zero.
27. Vitus Bering was frozen to death.
28. The Chicago exporters freeze their fresh meats.
29. Mildred's salary has been increased.
30. Unkind words hurt.
31. Father Time wears all his locks before.
32. The follies of youth wear off with time.
33. Evening suits are worn after 6 P. M.
34. A weasel hid in the wood-pile.
35. During a solar eclipse the sun is hidden behind the moon.
36. During a solar eclipse the moon hides the sun.
37. The mink is found in all North American countries.
38. Raccoons will sleep for days in the hollows of trees.
39. The young of a deer is called its fawn.
40. It is only the bucks that are provided with antlers.
41. The lynx will spring upon a deer in cat fashion.

(18) **Topic 8. THE VERB PASSIVE: With Predicate Nominative or Predicate Adjective. (58)**

Observe:

a. *Greenland is considered an island.*

b. *All gondolas were painted black.*

**Note** that *is considered*, sentence *a*, is a passive verb followed by *island*; that *island* is a noun and refers to the subject *Greenland*. A noun used after a passive verb but referring to the subject, is used like a predicate nominative.

**Note** that *were painted*, sentence *b*, is a passive verb followed by *black*; that *black* is an adjective and refers to the noun *gondolas*. An adjective used after a passive verb but referring to the subject, is used like a predicate adjective.

**A.** Analyze verbally and graphically:

1. Kentucky is called the Blue Grass State.
2. Finland has been made a republic.
3. Milk was distributed free to children.
4. All dairy products should be kept cool.
5. The Corcoran Art Gallery is one of the finest in the country.
6. Who will be elected the next President?
7. Every employee's vacation was cut short.
8. The *Shackamaxin* has long been reported lost.
9. A man's home should be considered his castle.
10. By the Abolitionists, Dred Scott was declared a free man.
11. The Rothschilds were reputed the richest bankers in Europe.
12. Flat-footed men shall be recorded unfit for service.
13. Has your client been proved guilty?
14. Every safe in the place was found intact.
15. The light was called day by God Himself.

## SUPPLEMENTARY

B. Tell which the underscored verb is—transitive or intransitive:

(See picture on opposite page.)

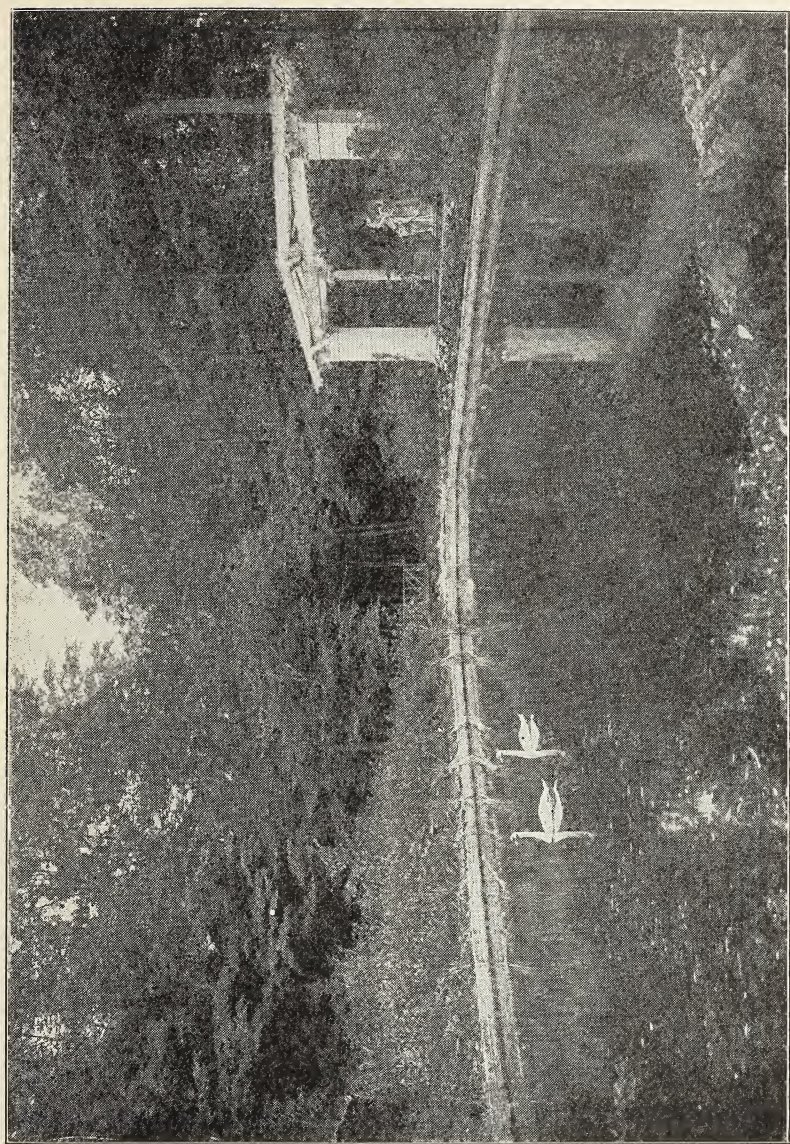
## THE CITY BEAUTIFUL

Amand Hortcult was a wealthy old man whose supreme passion had been an intense love of flowers and birdsongs. The luxuriant garden down the hill was only one evidence of this. Old Hortcult would sit for hours in his portico and enjoy the beauty of his flowers and their exquisite perfume.

One evening a reporter from the "Oakland News" was motoring in the vicinity, and saw the sparkling waters in the garden pool. He turned in for a drink and a moment later was seated by the side of the recluse and engaged in conversation. Amand Hortcult was a hermit in the physical sense only. He loved solitude because of its peacefulness. He was blessed with wealth, but felt no great need of the fellowship of man: yet he did not love man any the less.

"If I could express what I feel," said he as the reporter was bowing himself away, "I should prove to you that the ideal home of man is in Nature's very heart. My ideal city would lie along these hills facing the waters of peace. I should have every street a spacious avenue marked with four files of trees, every house surrounded with foliage, every lane graced with an arcade of fruit-bearing vines. My city would be a vast circle; the centre, a great plaza containing the government buildings; the radii, the avenues; the circumference, the Grand Boulevard with its museums, art galleries, colleges, theatres, opera houses, gymnasia, libraries. I should not mar my city by any structure, however useful, that would shut out even one ray of sunlight. When completed, my city would have the symmetry of Buenos Ayres and Washington, the elegance of Paris and Vienna, the glory of Venice, the magic of pretty Bingen; and it should be the fit abode for the priceless treasures of London and Rome."





**Topic 9. THE PHRASE: Replaced by Possessive. (25)**

**A.** Substitute the possessive construction for the underscored phrase:

**Example:**

Mecca is the hallowed home of the Mussulmans.  
*Mecca is the Mussulmans' hallowed home.*

1. The ways of the mocking-bird are as pleasing as his songs.
2. Merino, the wool of the Spanish sheep, is more expensive than that of the common sheep.
3. The kick of a giraffe is usually fatal, even to a lion.
4. The hair of vicunas is a silky wool which can be manufactured into fine cloth.
5. Ordinarily, the habitat of the North Sea bear is along the Alaskan coast.
6. It is the fidelity of the mastiff that makes him the best of watch-dogs.
7. The strength of hyenas is in their teeth and jaws.
8. In the "Researches in South Africa" of Mr. Phillips there are stories of the ferocity of the lion.
9. The spines of the hedgehog resemble the bristles of the boar.
10. The roar of gorillas is heard in the African woods.
11. The tanneries of one New Jersey company engage fifty thousand employees.
12. The first automobile of Murdock is in the London Museum.
13. The "Rocket" of Stephenson may also be seen in the same place.
14. Malaria is easily transmitted through the sting of mosquitoes.
15. Ozone is used in purifying the water of the Schuylkill.



## SUPPLEMENTARY

**B.** Change the noun into the possessive form, singular and plural:

|          |           |            |             |               |
|----------|-----------|------------|-------------|---------------|
| 16. fly  | 26. hero  | 36. negro  | 46. nephew  | 56. Countess  |
| 17. lad  | 27. heir  | 37. woman  | 47. cashier | 57. tigress   |
| 18. spy  | 28. lord  | 38. enemy  | 48. sheriff | 58. rabbi     |
| 19. fox  | 29. wife  | 39. Count  | 49. servant | 59. employer  |
| 20. ally | 30. lady  | 40. tiger  | 50. company | 60. landlord  |
| 21. deer | 31. aunt  | 41. uncle  | 51. workman | 61. employee  |
| 22. lass | 32. thief | 42. niece  | 52. Chinese | 62. minister  |
| 23. Miss | 33. mouse | 43. turkey | 53. husband | 63. statesman |
| 24. wolf | 34. child | 44. German | 54. newsboy | 64. Frenchman |
| 25. baby | 35. chief | 45. priest | 55. heroine | 65. talisman  |

**(24) Topic 10. THE PHRASE: Replaced by Equivalents.**

**A.** Substitute a simple equivalent for the underscored phrase:

**Examples:**

The people of the Isle of Man speak a Gaelic dialect.

*The Manx people speak a Gaelic dialect.*

As a general rule, a mackerel sky in the evening forebodes a cool morning.

*Generally, a mackerel sky in the evening forebodes a cool morning.*

1. A man of honor is bound to be a man of courage.
2. The lazy man must expect to die in poverty.
3. The carousel makes a motion in a circle.
4. The telescope has the shape of a cylinder.
5. Lincoln's first home was a log cabin of one story.

6. A figure with four sides is a quadrilateral.
7. The soldier at the front passes many nights without sleep.
8. Men of wealth have uncommon opportunities for good.
9. Henry Clay was without a doubt a man of peace.
10. An expert machinist is certainly a man of skill.
11. A flock of swallows flew to southern regions.
12. On account of its rich minerals, Mexico is a country of great importance.
13. Iron slag has become of great service in street-paving.
14. Without a question, people in the temperate climates show more energy than those of the tropics.
15. From the top of Mt. Sinai the Almighty in a loud voice proclaimed the ten commandments.
16. The French language seems to call for sounds from the nose.
17. After the war there were thousands of homes without a father.
18. We were invited to join a league of all the nations.
19. Among the Hindoos we behaved with more discretion.
20. John Bowles gave his lecture without interruption.
21. At all times treat your elders with respect.
22. Martin was excluded from the club in utter disgrace.
23. I lived among these strangers without a penny or a home.
24. The trade-winds begin in the regions about the equator.
25. Cities of high elevation have a colder and drier climate.
26. On my trip across the Pacific I slept almost incessantly.
27. We sailed to the north to escape the storms of the south.
28. A chair with three legs blocked the entrance to the cottage.
29. The elephant of Asia is easily distinguished from the elephant of Africa.
30. There had been a plentiful harvest, and every family lived in comfort.

## Topic 11. MODIFIERS AMPLIFIED.

A. Reconstruct the sentence so that the underscored element reads first as a phrase, then as a clause:

## Example:

North Carolina pine is much in demand for building purposes.

*The pine of North Carolina is much in demand for building purposes.*

*Pine that grows in North Carolina is much in demand for building purposes.*

1. The prairie-wolf is more commonly called the coyote.
2. The centipede is a tiny many-legged animal.
3. Hawaiian pineapples have an exceptionally rich flavor.
4. The most endurable cordage is made of Manila hemp.
5. Reddish-brown horses are usually called bay horses.
6. Ordinarily, intelligent animals are easily domesticated.
7. The brave do not shrink in the presence of danger.
8. The slothful are doomed to misfortune and misery.
9. For centuries the Genevese have made the best watches.
10. The Venetians were once the greatest of adventurers.
11. England was invaded by the Danes in the tenth century.
12. The Heligoland fortifications have been demolished.
13. An underground railway may yet connect Calais with Dover.
14. Very little salt has been found in the African mines.
15. Few ships can brave the Newfoundland storms.
16. Swiss naturalization laws differ somewhat from the American.
17. The Scotch are supposed to have come from Scythia.
18. The Irish suffered greatly from the potato blight.
19. There is a sale of Columbia River salmon at the dock.
20. Cultured people settle their differences without fighting.
21. Maryland may well boast of its Chesapeake Bay oysters.

## SUPPLEMENTARY

B. Expand the underscored into phrase and clause construction:

22. Deep-sea fishes are usually of great size.
23. Excessive eating overtaxes the digestive organs.
24. Mountain-climbers require a robust constitution.
25. Mental labor is often more interesting than manual labor.
26. We have an annual spring fair in Bermuda products.
27. The seat of the sense of smell is in the nasal cavity.
28. Lack of cleanliness is responsible for many skin diseases.
29. The bile and the pancreatic juice are digestive fluids.
30. Woolen clothing protects against sudden changes of temperature.
31. On our tour through Scotland we visited Scott's house.

C. Reduce the clause to a phrase, and then the phrase to a single word:

**Example:**

The plate glass that is made in France is of superior quality.

*The plate glass of France is of superior quality.*

*French plate glass is of superior quality.*

32. Flowers that bloom in August are strikingly brilliant.
33. Glaciers are common in regions that lie about the poles.
34. Rubber that grows in Africa is harvested under fearful hardship.
35. Trade-winds prevail in latitudes that lie nearest to the Equator.
36. The Sargasso Seas, which are famous for their calm, abound in aquatic plants.
37. The two great currents that rise in the Arctic Ocean unite near Cape Farewell.
38. The sugar that is produced in Germany is reputed to be the best.
39. Farm and forest regions that are owned by the government are properly called public lands.
40. Butter that is churned in Denmark commands a high price.
41. Shingles that are cut from cedar timber are preferred for their durability.

## (15) Topic 12. THE SENTENCE: Compound. (33)

Observe:

- a. Expand your chest.                      b. Pull in your chin.*  
*c. Expand your chest and pull in your chin.*  
*d. Buds smell sweet.                      e. Buds taste bitter.*  
*f. Buds smell sweet yet they taste bitter.*  
*g. Duties are ours.                      h. Events are God's.*  
*i. Duties are ours but events are God's.*

**Note** that sentence *a* has only one entire subject and entire predicate. It is a *simple sentence*. **Note** that sentence *b* is also a simple sentence. **Note** that each sentence is independent of the other.

**Note** that sentence *c* is composed of sentences *a* and *b* joined by the coordinate conjunction *and*. Each sentence has become an independent clause of sentence *c*.

**Note** that sentence *f* is composed of sentences *d* and *e* joined by the coordinate conjunction *yet*. Each sentence has become an independent clause of sentence *f*.

**Note** that sentence *i* is composed of sentences *g* and *h* joined by the coordinate conjunction *but*. Each sentence has become an independent clause of sentence *i*.

Simple sentences may be combined into one compound sentence by means of a coordinate conjunction.

**DEFINITION:** A sentence is compound when it is composed of two or more independent clauses connected by a coordinate conjunction.

The coordinate conjunctions most frequently used are:

|             |              |                |                  |                     |
|-------------|--------------|----------------|------------------|---------------------|
| <i>and</i>  | <i>or</i>    | <i>still</i>   | <i>otherwise</i> | <i>nevertheless</i> |
| <i>yet</i>  | <i>nor</i>   | <i>while</i>   | <i>likewise</i>  | <i>consequently</i> |
| <i>but</i>  | <i>else</i>  | <i>whereas</i> | <i>moreover</i>  | <i>furthermore</i>  |
| <i>also</i> | <i>hence</i> | <i>besides</i> | <i>therefore</i> | <i>accordingly</i>  |

A. Construct a compound sentence from the group of simple sentences:

**Example:**

The damage cannot be undone.

There is no sense in quarrelling about it.

*The damage cannot be undone, hence there is no sense in quarrelling about it.*

1. Talk sensibly. Keep still.
2. Experience keeps a dear school. Fools will learn in no other.
3. The leaves are falling. The sweet singers will soon leave us.
4. The travellers called to the woods. The woods made no reply.
5. Shall we spend our time over worthless books? Shall we invest it with good authors?
6. Mr. Lansing must be sick. He would be in his office.
7. Plants feed on minerals. Animals feed on plants.
8. Spring has come. The air is full of music.
9. You have been cautioned many times. You persist in throwing stones.
10. Was his color pale and sickly? Did his eye flash fire?

B. Separate the compound sentence into as many simple sentences as it has clauses:

**Example:**

Neither a borrower nor a lender be, for borrowing dulls the edge of husbandry.

*Neither a borrower nor a lender be.*

*Borrowing dulls the edge of husbandry.*

11. The government abolished the tax on foodstuffs, but it raised the duties on imported luxuries.
12. We may often see hard times ahead, nevertheless we always hope for better days.



13. We must curb our temper, otherwise we shall probably become the slave of it.
14. What are the wild waves saying, and whence comes that sorrowful dirge?
15. Lester has long hours and hard work, yet he always looks well and hearty.
16. The whistle blew, the engine puffed, and off we speeded for Paris.
17. The robins are not good solo singers, but the chorus of robins is really enchanting.
18. Each of us sees with his own eyes, yet no two pairs of eyes are exactly alike.
19. Every man recalled a different name, but all sang "Annie Laurie."
20. Stand by your guns, and don't give up the ship.

C. Make a verbal analysis of the sentences in Exercise B.

**Example:**

Neither a borrower nor a lender be, for borrowing dulls the edge of husbandry.

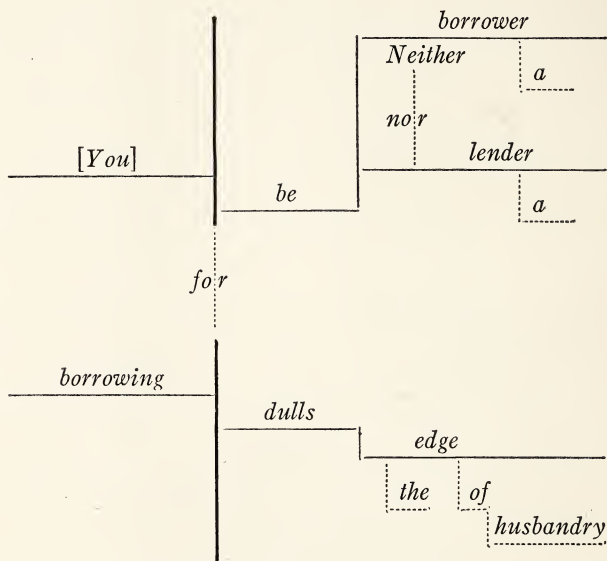
- I. *Neither a borrower nor a lender be, for borrowing dulls the edge of husbandry.*
- II. Compound imperative sentence.
- III. First clause: *Neither a borrower nor a lender be.*
- IV. Second clause: *borrowing dulls the edge of husbandry.*
- V. Connective: conjunction *for*.
- VI. First clause, subject: pronoun *You*, understood.
- VII. Predicate: verb *be*.
- VIII. Predicate nominative: nouns *borrower*, *lender*, modified by adjective *a*, connected by conjunction *neither . . . nor*.
- IX. Second clause, subject: noun *borrowing*.
- X. Predicate: verb *dulls*.
- XI. Object: noun *edge*, modified by adjective *the*, adjective phrase *of husbandry* unmodified, introduced by preposition *of*.

## GRAPHIC ANALYSIS

D. Make a graphic analysis of each sentence in Exercise B.

**Example:**

Neither a borrower nor a lender be, for borrowing dulls the edge of husbandry.



## SUPPLEMENTARY

E. In each sentence in Exercise B tell what part of speech each word is, and name the class to which it belongs.

F. Combine the sentences into a compound sentence:

21. Irving will defend himself. I am much deceived in him.
22. Moses spread his rod over the sea. The waters divided forthwith.
23. The French, the British, and the Belgians stood their ground bravely. The host of German divisions made great inroads upon them.

24. The Russian army was already defeated and entirely exhausted.  
They could not be depended upon for further help.
25. The Italians were battling furiously with the onrushing Austrians.  
They were in constant danger of attack by the Turks.
26. The Americans had to throw their whole energy into the war.  
The Allies would probably have been defeated.
27. It was considered best to operate under one able French commander. Marshal Foch was chosen generalissimo of the allied forces.
28. The Armistice was signed on November 11, 1918. The Treaty of Peace was not signed until many months later.
29. You cannot always have what you like. You can usually like what you have.
30. Plan your work. Work your plan.
31. In matters of importance take counsel with the wise. Abide by the consequences.
32. Sometimes my college days seemed long. My graduation day came all too soon.
33. A cruel blast shattered every blossom. We picked not even a peck of peaches from the whole orchard.
34. Ten thousand heads of cabbage lay on Jones's patch. There was no way of conveying them to the market.
35. Jones had not expected transportation trouble. He would not have planted so many cabbages.

(29) Topic 13. THE SENTENCE: Complex. (36)

Observe:

- a. *Mr. Hunter shot two quail in our meadow.*
- b. *Mr. Hunter shot two quail, and his dog fetched them.*
- c. *Mr. Hunter shot two quail as he was passing through our meadow.*

**Note** that sentence *b* is composed of two clauses (independent of each other) connected by a coordinate conjunction. It is a compound sentence.

**Note** that sentence *a* has only one entire subject and predicate. It is a simple sentence. *In our meadow* is a phrase modifying *shot*.

**Note** that sentence *c* is composed of two clauses connected by a subordinate conjunction, *as*. **Note** that the clause *he was passing through the meadow* is added to show *when* Mr. Hunter shot the quail. It is used as a modifier, and, like all modifiers, it is a dependent or *subordinate* element. It is a *subordinate clause*, and the clause it modifies is the *chief clause*. When a sentence is composed of a chief clause and a subordinate clause it is *complex*.

**A sentence is complex when it is composed of a chief clause and one or more subordinate clauses.**

Chief and subordinate clauses may be combined into a complex sentence by means of subordinate conjunctions.

The subordinate conjunctions most frequently used are:

|             |              |              |                 |                 |
|-------------|--------------|--------------|-----------------|-----------------|
| <i>if</i>   | <i>when</i>  | <i>for</i>   | <i>until</i>    | <i>except</i>   |
| <i>as</i>   | <i>where</i> | <i>lest</i>  | <i>before</i>   | <i>unless</i>   |
| <i>so</i>   | <i>while</i> | <i>that</i>  | <i>though</i>   | <i>because</i>  |
| <i>till</i> | <i>since</i> | <i>after</i> | <i>although</i> | <i>provided</i> |

**A.** Name the chief clause and the connecting word between it and the subordinate clause:

1. Fairies were born when the world was still young.
2. As we grow older we regret our foolish years.
3. Because you are shiftless you will never be prosperous.
4. Catch your bear before you sell his skin.
5. When a dispute arose the team appealed to the referee.
6. We never miss the water until the well runs dry.

7. Unless you are perfect, do not criticise too keenly.
8. As we have sowed so shall we surely reap.
9. Jane stood by me when I had not a friend in the world.
10. We worked hard that we might have a good harvest.
11. Lest I should wake the patient, I walked on tiptoes.
12. We advance in wisdom as we advance in knowledge.
13. Are you counting your chickens before they are hatched?
14. As he loudly objected he sprang to his feet.
15. If you are honest you will be respected.
16. When the wind blows the cradle will rock.
17. If you live with the lame, you will soon learn to halt.
18. If it rains before seven it will stop before eleven.

### SUPPLEMENTARY

#### B. Add a subordinate clause:

##### Example:

All boats were manned and armed as soon as

*All boats were manned and armed as soon as the sun arose.*

19. Everybody hoped and prayed that
20. We gladly welcome April showers because
21. We enjoy our rest after
22. You must assist a person in distress though
23. All flowers bloom in July unless
24. We may be quite sure of rain when
25. The grass cannot possibly grow where
26. You may visit the military station provided
27. Any wild animal will fight if
28. The mists of the sky cleared away while
29. The world will be here still after
30. You cannot enter the hall except
31. I led the blind man over the bridge lest
32. Not a human being ventured outdoors until
33. Do not change your underwear unless

## (34) Topic 14. THE SENTENCE: Complex—Inversion.

(39)

Observe:

- a. The crew lifted the anchor before the boat sailed.*
- b. Before the boat sailed, the crew lifted the anchor.*
- c. Before the crew lifted the anchor, the boat sailed.*

**Note** that each sentence is a complex sentence. **Note** that in sentence *a* the chief clause comes first: this is the *natural* or *direct order*. **Note** that in sentence *b* the subordinate clause comes first: this is the *indirect* or *inverted order*.

**Note** the use of the comma.

**Note** that *a* and *b* mean the same thing; and that in each the subordinate conjunction *before* introduces the subordinate clause: that is its proper position.

**Note** that in sentence *c* the subordinate conjunction introduces what in *a* and *b* is the chief clause. Result: the meaning expressed in *c* is entirely different from that expressed in *a* and *b*. Hence the incorrect position of the subordinate conjunction alters the sense, or may even make it false. (A boat cannot sail before the anchor is lifted.)

**PUNCTUATION RULE 13:** The comma is used after a subordinate clause when it precedes the chief clause.

**A.** Change into the inverted order:

**Example:**

A man can be a gentleman though he be very poor.

*Though he be very poor, a man can be a gentleman.*

1. Riot begins where order ends.
2. My dog whined pitifully before he died.
3. People become frugal when food prices rise.



4. Hold your peace until the trouble blows over.
5. We stood at attention while the flag passed.
6. I plan my work that I may do it efficiently.
7. The water runs smooth where the stream is deep.
8. The vine flourished as soon as the dead branches were removed.
9. Make no accusation unless you can prove the charge.
10. A brilliant rainbow appeared after the storm had subsided.
11. Iron is apt to be found wherever coal is mined.
12. We purchased the Virgin Islands while the war was waging.
13. Fulton foresaw the possibilities of his invention though the public laughed at his paddle-boat.
14. A frightful sky gathered to our rear just as Queenstown hove in sight.
15. All the windows were lowered whenever we approached a tunnel.

### VERBAL ANALYSIS

**B.** Make a verbal analysis of each sentence in Exercise A.

**Example:**

Though he may be poor, a man can be a gentleman.

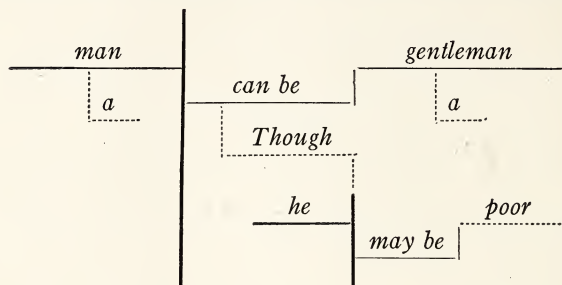
- I. *Though he may be poor, a man can be a gentleman.*
- II. Complex declarative sentence.
- III. Chief clause: *a man can be a gentleman.*
- IV. Subordinate clause: *he may be poor.*
- V. Connective: conjunction *Though*.
- VI. Chief clause, subject: noun *man*, modified by adjective *a*.
- VII. Predicate: *can be*, modified by the subordinate clause *he may be poor*.
- VIII. Predicate nominative: noun *gentleman*, modified by adjective *a*.
- IX. Subordinate clause, subject: pronoun *he*.
- X. Predicate: *may be*.
- XI. Predicate adjective: *poor*.

## GRAPHIC ANALYSIS

C. Make a graphic analysis of each sentence in Exercise A.

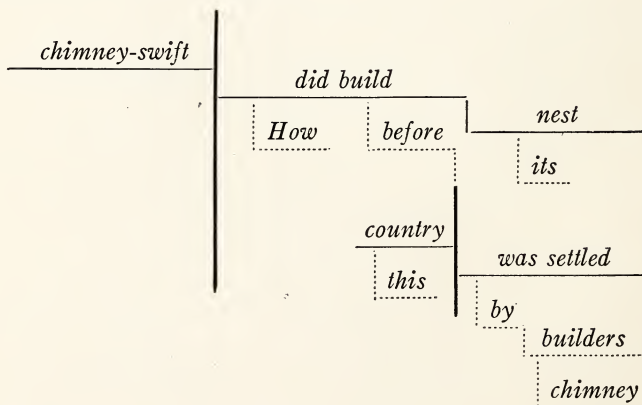
**Examples:**

Though he may be poor, a man can be a gentleman.



(Note that the connective *though* is attached to *can be* because the subordinate clause modifies *can be*.)

How did the chimney-swift build its nest before this country was settled by chimney builders?



D. In the sentences in Exercise A, parse each word and give its classification.

(36) **Topic 15. THE SENTENCE: Relative Clause.** (44)

Observe:

- a. Persons who are irritable are unpleasant associates.
- b. Magellan discovered the strait which bears his name.
- c. The man of faith cares not what the sinner thinks.
- d. The eye that sees all things cannot see itself.

**Note** that *who are irritable* is the subordinate clause of sentence *a*; that *which bears his name* is the subordinate clause of sentence *b*; that *what the sinner thinks* is the subordinate clause of sentence *c*; that *that sees all things* is the subordinate clause of sentence *d*.

**Note** that *who, which, what, that* are relative pronouns; that in each case the relative pronoun (1) introduces its subordinate clause, (2) connects the clause with the word preceding it, and (3) serves as the subject or the object of the subordinate clause.

A subordinate clause introduced by a relative pronoun is a *relative clause*.

**A.** Name the relative clause and the word in the chief clause that it modifies:

1. Some animals that are cleft-footed chew the cud.
2. The man who is speaking is the author of "Kim."
3. The man whom you heard is the author of "Kim."
4. Not every disappointment that we meet is a misfortune.
5. The fact that yellow and green make blue is easily proved.
6. The story which you have just related sounds familiar.
7. People whom we befriend unduly may soon forget us.
8. The color-blind are people who cannot distinguish color.
9. Socrates, who was the wisest man of antiquity, was poisoned by the Athenians.
10. Poland, which was the spoil of three greedy nations, is now an independent republic.

11. Can you recall the name of the man who discovered gold in California?
12. He who conquers his passions overcomes his greatest enemies.
13. A key that is always in use never becomes rusty.
14. Better praise the bridge that carries you over.

**B. Analyze verbally the sentences in Exercise A.**

**Example:**

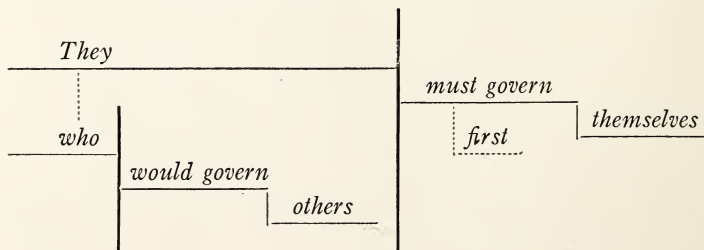
Always remember kindly those whose hearts are sad.

- I. *Always remember kindly those whose hearts are sad.*
- II. Complex imperative sentence.
- III. Chief clause: *Always remember kindly those.*
- IV. Relative clause: *whose hearts are sad.*
- V. Connective: pronoun *whose*.
- VI. Chief clause, subject: pronoun *You*, understood.
- VII. Predicate: *remember*, modified by adverbs *Always*, *kindly*.
- VIII. Object: pronoun *those*, modified by relative clause *whose hearts are sad*.
- IX. Relative clause, subject: noun *hearts*, modified by pronoun *whose*.
- X. Predicate: *are*.
- XI. Predicate adjective: *sad*.

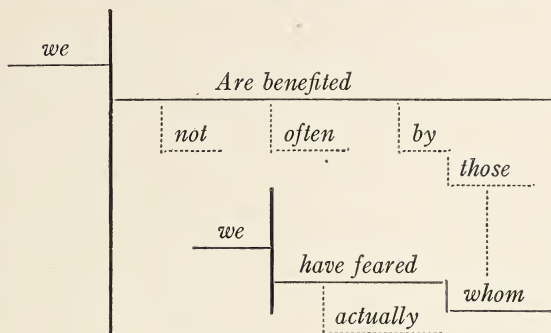
**C. Analyze graphically the sentences in Exercise A.**

**Examples:**

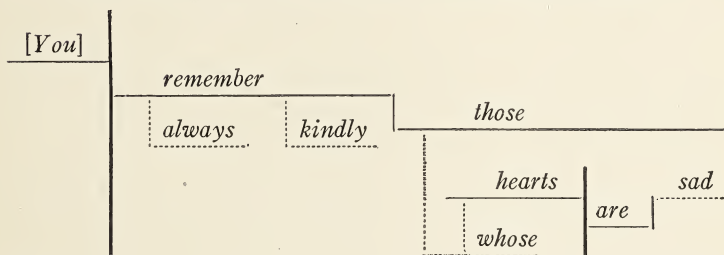
They who would govern others must first govern themselves.



Are we not often benefited by those whom we have actually feared?



Always remember kindly those whose hearts are sad.



(Examine these graphs carefully and you will be able to see the reason for the position of each word.)

**D.** Parse and classify each word used as examples in the sentences in Exercise C.

**E.** Complete the relative clause:

**Examples:**

Franklin, who \_\_\_\_\_, lived in Philadelphia.

*Franklin, who founded the first public library, lived in Philadelphia.*

Franklin, of whom \_\_\_\_\_, lived in Philadelphia.

*Franklin, of whom we read so much, lived in Philadelphia.*

Franklin, whose \_\_\_\_\_, lived in Philadelphia.

*Franklin, whose sayings we quote so often, lived in Philadelphia.*

15. People who \_\_\_\_\_ should not throw stones.
16. Dogs that \_\_\_\_\_ rarely ever bite.
17. The day which \_\_\_\_\_ ended in a storm.
18. May I explain to you what \_\_\_\_\_?
19. Stephen Douglas, who \_\_\_\_\_, was the son of a farmer.
20. Deciduous trees are those that \_\_\_\_\_.
21. The lady whose \_\_\_\_\_ has just called for it.
22. Regions that \_\_\_\_\_ are called deserts.
23. Robert Morris, who \_\_\_\_\_, was a resident of Philadelphia.
24. Never put off until to-morrow what \_\_\_\_\_.
25. This is the disposal plant in which \_\_\_\_\_.
26. The lake on which \_\_\_\_\_ lay at the foot of the hill.
27. The laborer who \_\_\_\_\_ is entitled to his pay.
28. The laborer whom \_\_\_\_\_ has received his pay.
29. The laborer whose \_\_\_\_\_ should receive his pay.
30. Carrara, which is \_\_\_\_\_, furnishes the finest marble.
31. We are all attached to people whom \_\_\_\_\_.
32. The Smithsonian Institute, which \_\_\_\_\_, is one of the largest museums in the United States.

### SUPPLEMENTARY

**F.** Replace the dash with *who*, *whom*, *which*, or *what*:

(When in doubt as to *who* or *whom*, analyze the clause containing the dash, and ascertain whether the relative pronoun is the subject or the object of a verb, or the object of a preposition.)

33. To \_\_\_\_\_ are we indebted for the invention of the motor?
34. When I speak of the Founder of the American Red Cross Society \_\_\_\_\_ do I mean?
35. At the head of each Indian tribe was a chief \_\_\_\_\_ orders were obeyed under penalty of death.



36. China, about \_\_\_\_\_ little was known before the thirteenth century, was conquered by Genghis Khan in 1215.
37. Julius Cæsar, after \_\_\_\_\_ the month of July is named, was a famous Roman general, writer, and statesman.
38. Augustus Cæsar, \_\_\_\_\_ succeeded Julius as emperor of Rome, named the sixth month August.
39. Beneath the sluggish waves of the Dead Sea lie the remains of seven sinful cities, chief among \_\_\_\_\_ was Sodom.
40. The nineteenth century produced many statesmen, among \_\_\_\_\_ were Gladstone, Bismarck, and Leo XIII.
41. Lincoln belonged to the type of men \_\_\_\_\_ say \_\_\_\_\_ they mean, and mean \_\_\_\_\_ they say.
42. The Indians \_\_\_\_\_ the Jesuits Christianized, seemed to have strong faith in the Great Spirit.
43. Baffin's Bay is so called after William Baffin \_\_\_\_\_ first explored it.
44. The cinnamon-tree, the bark of \_\_\_\_\_ furnishes the spice of that name, grows wild in the forests of Ceylon.
45. The Duke of Wellington was the only Englishman of his generation to \_\_\_\_\_ every Englishman took off his hat.
46. The copper-mines of Michigan, of \_\_\_\_\_ that state may justly be proud, are the richest in the world.
47. I am convinced that the only virtue \_\_\_\_\_ remains forever is love.
48. W. G. McAdoo, \_\_\_\_\_ President Wilson made Secretary of the Treasury, built the Hudson Tubes.
49. Whooping-cough, \_\_\_\_\_ is rarely fatal, is often an epidemic in Guam.
50. To \_\_\_\_\_ should we be grateful if not to those \_\_\_\_\_ struggle that we may be comfortable?

(39) Topic 16. THE SENTENCE: Adjective and Adverbial Clause. (46)

Observe:

- a. We passed a thatched-roof cottage.
- b. We passed a cottage with a thatched roof.
- c. We passed a cottage that had a thatched roof.

**Note** that a *thatched-roof* cottage is a cottage *with a thatched roof*, that is, a *cottage that has a thatched roof*. The three sentences mean the same thing.

**Note** that in sentence *a* the modifier of *cottage* is an adjective, in sentence *b* it is an adjective phrase, in sentence *c* it is a clause—the subordinate clause *that had a thatched roof*.

A subordinate clause may be an adjective modifier. It is then an *adjective clause*.

Observe:

- d. David suffered very patiently.
- e. David suffered with great patience.
- f. David suffered as if he had great patience.

**Note** that to suffer *very patiently* is to suffer *with great patience*, that is, to suffer *as if one had great patience*. The three sentences mean the same thing.

**Note** that in sentence *d* the modifier of *suffer* is an adverb, in sentence *e* it is an adverbial phrase, in sentence *f* it is a clause—the subordinate clause *as if he had great patience*.

A subordinate clause may be an adverb modifier. It is then an *adverbial clause*.

**A.** Name the subordinate clause; tell whether it is an adjective clause or an adverbial clause; and, where possible, condense it to a phrase form:

**Example:**

The place where Moses was buried has never been found.

*Where Moses was buried; adjective clause; The burial-place of Moses has never been found.*

1. Countries that have a regular coastline have few harbors.
2. Horn, when it is heated, may be moulded into any shape.
3. Can you recall the year when Santa Fé was founded?
4. Every picnicker started for home before the sun went down.
5. Horses that are skittish should be handled with care.
6. Children who are selfish make poor playmates.
7. The contagious pest was checked before it had well started.
8. Where coal and wood are scarce, people burn peat.
9. Chile, which yields much nitre, is a South American republic.
10. We reached a village where we secured a night's lodging.
11. Go to the land where the leaves never tarnish.
12. When the automobile was first seen I was quite small.
13. Charles told a joke that put the company into good humor.
14. Did you drink any water before it was filtered?
15. My father died at a time when he could not be spared.
16. The Ohio River begins where two other rivers join.
17. When nuts and figs ripen, chipmunks provide for the future.
18. While the squirrel is awake it incessantly gnaws at something.
19. Janus, to whom the Romans prayed in national affairs, had two faces.
20. He faced the east, which was the future, and the west, which was the past.
21. Since you insist, I shall gladly accept your hospitality.
22. As the tree inclines, so will it fall.

## SUPPLEMENTARY

## B. Distinguish the adjective from the adverb:

(See picture on opposite page.)

## WHYMPER SCALES THE MATTERHORN

Fourteen attempts had been made by various parties to climb the frightful cliffs of the Matterhorn and reach its dizzy summit fifteen thousand feet up. Every approach had proved impracticable. On the north and the east, the sides are so precipitous that no foothold could possibly be maintained.

The top was finally reached in July, 1865, by Whymper and his party of seven English mountain climbers. It was Whymper's ninth attempt, but the glory of the great feat was marred by a terrible tragedy. The party was descending when, a little distance below the summit, one of the men slipped. As he fell he knocked over a guide and pulled down after him two other Englishmen who were held by the same rope. The rope connecting these four with the rest of the party held for a moment, then snapped. The four men slipped over the precipice down to the Matterhorn glacier four thousand feet below.

## (44) Topic 17. THE SENTENCE: Nounal Clause. (52)

Observe:

a. *No man doubted your honesty.*b. *No man doubted that you were honest.*

Note that these two sentences mean the same thing; that *honesty*, sentence a, is the object of *doubted*. With its modifier *your*, it is equivalent to *that you are honest*, sentence b, which is a clause and the object of *doubted*.

Observe:

c. *His failure really surprised me.*d. *That he failed really surprised me.*

Note that these sentences mean the same thing; that *failure*, sentence c, is the subject of *surprised*. With its modifier *his*, it is equivalent to *that he failed*, sentence d, which is a clause and the subject of *surprised*.





## Observe:

e. *That is my thought.*

f. *That is what I think.*

**Note** that these two sentences mean the same thing; that *thought*, sentence *a*, is the predicate nominative after *is*. With its modifier *my*, it is equivalent to *what I think*, sentence *f*, which is a clause and the predicate nominative after *is*.

A clause may be used as the subject, the object, or the predicate nominative of a sentence; in other words, it may be used like a noun. Such a clause is a *nounal clause*.

A subordinate clause is a nounal clause when it is used as the subject, the object, or the predicate nominative of the chief clause.

**A.** Distinguish the noun from the nounal clause:

1. Do you know the cost of this ruby?  
Do you know what this ruby costs?
2. The chemist understands how wool is dyed.  
The chemist understands wool-dyeing.
3. Its price is of no consequence.  
What it costs is of no consequence.
4. I shall not covet your possessions.  
I shall not covet what you possess.
5. Who fritters away his time accomplishes nothing.  
An idler accomplishes nothing.
6. No one knows when he will die.  
No one knows the hour of his death.
7. The essence of electricity is still a mystery.  
What electricity is, is still a mystery.
8. No man ever doubted that General Lee was brave.  
No man ever doubted the bravery of General Lee.
9. Can you guess how deep the Atlantic Ocean is?  
Can you guess the depth of the Atlantic Ocean?
10. The governor ordered a new trial for the prisoner.  
The governor ordered that the prisoner be tried anew.



**B.** Replace the underscored nounal clause by a noun and its modifiers:

**Example:**

That the earth is round is proved in various ways.

*The rotundity of the earth is proved in various ways.*

11. That the desert is barren is easily explained.
12. Nobody doubts that the elephant is intelligent.
13. Mr. Jones asked what I thought of this news.
14. I anxiously inquired why he was delayed.
15. Show me how that problem is solved.
16. No man can tell when the world will end.
17. Everybody remarked how politely the soldiers spoke.
18. The worst trait in Rip's make-up was that he was lazy.
19. How my time is spent is always important to me.
20. What a man honestly earns becomes his personal property

**C.** Replace the underscored noun and its modifiers by a nounal clause:

**Example:**

The prodigal son squandered his inheritance.

*The prodigal son squandered what he had inherited.*

21. You know the consequences.
22. Can you tell the age of a tree?
23. I can scarcely believe this stranger.
24. The telephone-book records my address.
25. The manner of Cæsar's death was predicted by a soothsayer.
26. The condor's habitat is not easily invaded.
27. Every student hurriedly packed up his belongings.
28. The reason for the clerk's discharge is explained in my letter.
29. All the colonists demanded representation in the Parliament.
30. On second thought I recalled his name.

## VERBAL ANALYSIS

## D. Analyze verbally:

**Example:**

Galileo discovered that the earth rotates on its axis.

- I. *Galileo discovered that the earth rotates on its axis.*
- II. Complex declarative sentence.
- III. Chief clause: *Galileo discovered.*
- IV. Subordinate clause: nounal clause *that the earth rotates on its axis.*
- V. Chief clause, subject: noun *Galileo.*
- VI. Predicate: *discovered.*
- VII. Object: nounal clause *that the earth rotates on its axis.*
- VIII. Subordinate clause, subject: noun *earth*, modified by adjective *the.*
- IX. Predicate: *rotates*, modified by adverbial phrase *on its axis*, chief part of which is noun *axis*, modified by pronoun *its*, introduced by preposition *on.*

(Note that the same thought can be expressed in the passive form of the sentence: *That the earth rotates on its axis was discovered by Galileo*, in which *that* again introduces the nounal clause. When *that* introduces a nounal clause it is called the *introductory THAT*.)

31. That Japan should hold Shantung was not satisfactory to some senators.
32. How the *Maine* was sunk has never been proved.
33. "Will you come into my parlor?" said the spider to the fly.
34. Said Nathan to David: "Thou art the man."
35. Where the treasure was hidden could not be disclosed.
36. That two and two make four is too simple for explanation.
37. The main question is, Is the immigrant law-abiding?
38. Tell me how you have solved that problem.
39. An engineer very kindly explained to me how steam propelled his locomotive.
40. Do you know who wrote "Abou ben Adhem"?

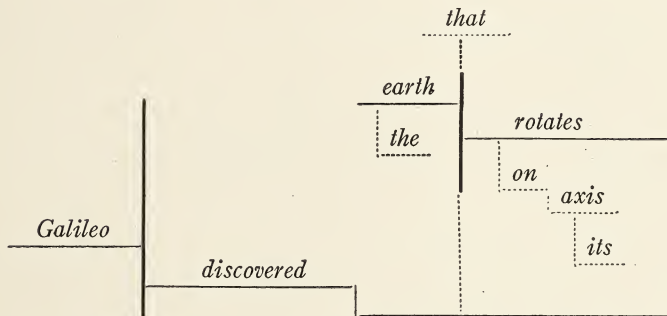
41. The judge then asked what excuse I could give.
42. Mr. Stack denied that he lived near the mill.
43. Do you know why the clouds float in the sky?
44. Who said, "The skull is the dome of thought"?
45. "Look happy," said the photographer.

### GRAPHIC ANALYSIS

E. Make a graphic analysis of the sentences in Exercise D.

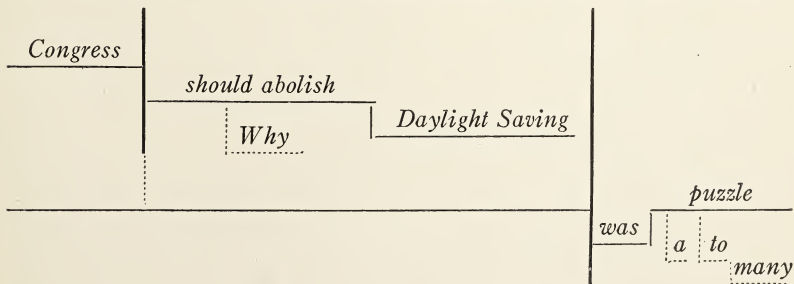
#### Examples:

Galileo discovered that the earth rotates on its axis.



(Note the position of the introductory *that*, placed over the heavy vertical line because it introduces, not any single word in the subordinate clause, but the whole clause.)

Why Congress should abolish Daylight Saving was a puzzle to many.



## (46) Topic 18. THE SENTENCE: Synthesis.

Observe:

- a. *Hippodrome is a Greek word. It means horse-course or race-track. On this track the great chariot-races of Greece were held. The contestants in the races would come even from distant parts.*
- b. *Hippodrome, the Greek word for race-track, was the course where the famous Greek chariot-races were held; for which the contestants would come even from distant parts.*

**Note** the awkwardness of "bumping" sentences as seen in a.

**Note** how, in b, these sentences have been turned into clauses and, by the use of suitable connectives, blended into a single complex sentence.

**Note** how the change has improved the expression. Combining simple sentences into a single compound or complex sentence is called *synthesis*.

**A.** Unite into one sentence:

1. "Hail Columbia" is an American patriotic song. It was written by Joseph Hopkinson in 1778. Mr. Hopkinson was a lawyer in Philadelphia then. At this time a war with France was expected.
2. Toussain is a character in the "Arabian Nights." He is a prince. This prince has a flying carpet. The carpet will carry him wherever he wishes to go.
3. The idea of our Constitution dates back to Magna Charta. This charta or charter is a written promise of liberties given by King John of England. At this particular time King John was at Runnymede.
4. "Brother Jonathan" is a nickname said to have been applied to Jonathan Trumbull, governor of Connecticut. Trumbull was held in high esteem by Washington. Washington consulted him in all important matters of state.

5. "John Bull" is a nickname for the English. The name was used by Arbuthnot in his "History of John Bull." This book describes the times of Queen Anne. Queen Anne is represented as Mrs. Bull.
6. Quebec has been called the Gibraltar of America. Its position and defenses are given as the reason. They make it undoubtedly the most fortified place in America.
7. The four Marys were court ladies. They were the attendants on Mary Queen of Scots. The queen was sent to France to be educated. The four Marys accompanied her and remained her companions when she grew up.
8. Indigo is a blue coloring matter. It is made from several kinds of plants. Some of these plants grow in India and Ceylon. Others of these plants grow in the West Indies and Central America.
9. Among the earliest dwellings of primitive man were those built on platforms. These platforms were set in lakes. Those living in them were safe from the attacks of enemies and wild beasts.
10. Leather scraps are ground and mixed with fluids to form a paste. This paste is pressed into moulds. When the paste is dry it is tough. Many useful articles, such as door-knobs, combs, and buttons, are then made from it.
11. Come with me to the Gap. This is the prettiest spot in the mining district. I will show you the collieries. Everybody should see these.
12. Who is responsible for this wreck? Is it the driver? He meant well. Is it not rather the noisy crowd that distracted his attention?
13. Paper money is made in the United States Treasury Building. The work is under the jurisdiction of the Secretary of the Treasury. This institution is in Washington.
14. Our coins are made in the Mint. The Mint is in Philadelphia. It is in charge of the Director of the Mint.

# Topic 19. WORD STUDY: Synonyms. (55)

Observe:

a. *Nothing surpasses the magnificence of the sun.*

b. *Nothing surpasses the splendor of the sun.*

**Note** that the two sentences mean about the same thing, that *magnificence* is equivalent to *splendor*; hence that different words may have a *like* meaning. Such words are called *synonyms*. (*Synonym* means *like-name*.)

(Words that have *exactly* the same meaning are *variants*, but there are comparatively few of these.)

One synonym may express an idea more precisely than another; often, too, one synonym may give a more finished expression than another.

**A.** Give a synonym for the adjective and apply it in a sentence:  
(Use the dictionary if necessary.)

**Example:**

docile

*trainable. All pups are more or less trainable.*

- |            |              |               |                  |
|------------|--------------|---------------|------------------|
| 1. annual  | 9. wholly    | 17. spacious  | 25. variable     |
| 2. learned | 10. furious  | 18. handsome  | 26. fortunate    |
| 3. awkward | 11. cordial  | 19. speedy    | 27. negligent    |
| 4. timid   | 12. delicate | 20. diligent  | 28. courteous    |
| 5. lofty   | 13. distant  | 21. accurate  | 29. injurious    |
| 6. candid  | 14. foolish  | 22. enormous  | 30. courageous   |
| 7. correct | 15. gloomy   | 23. principal | 31. boisterous   |
| 8. needful | 16. ancient  | 24. beautiful | 32. affectionate |

**B.** Give a synonym for the adverb and apply it in a sentence:  
(Consult the dictionary if necessary.)

- |                |             |                 |               |
|----------------|-------------|-----------------|---------------|
| 33. cautiously | 38. clearly | 43. accurately  | 48. soon      |
| 34. savagely   | 39. hastily | 44. frequently  | 49. seldom    |
| 35. distinctly | 40. neatly  | 45. instantly   | 50. perhaps   |
| 36. promptly   | 41. rarely  | 46. merrily     | 51. otherwise |
| 37. securely   | 42. civilly | 47. negligently | 52. afterward |



**C.** Give a synonym for the noun and apply it in a sentence:  
(Consult the dictionary if necessary.)

- |              |               |               |                 |
|--------------|---------------|---------------|-----------------|
| 53. strength | 58. invalid   | 63. conduct   | 68. consequence |
| 54. honesty  | 59. progress  | 64. company   | 69. residence   |
| 55. wealth   | 60. profit    | 65. untruth   | 70. obligation  |
| 56. reply    | 61. eatables  | 66. promenade | 71. enjoyment   |
| 57. grief    | 62. hindrance | 67. suffering | 72. courtesy    |

**D.** Give a synonym for the verb and apply it in a sentence:  
(Use the dictionary if necessary.)

- |            |               |             |              |
|------------|---------------|-------------|--------------|
| 73. gather | 78. begin     | 83. accept  | 88. remember |
| 74. answer | 79. construct | 84. permit  | 89. astonish |
| 75. quit   | 80. instruct  | 85. compel  | 90. advance  |
| 76. stay   | 81. amuse     | 86. possess | 91. disturb  |
| 77. donate | 82. prevent   | 87. attempt | 92. abandon  |

### (54) Topic 20. WORD STUDY: Homonyms. (57)

**Observe:**

*a. The heart of an apple or a pear is called a core.*

*b. A body of fifty thousand soldiers is called a corps.*

**Note** that *core*, sentence *a*, is pronounced exactly like *corps*, sentence *b*, but that the words do not mean the same thing. Words alike in sound but unlike in meaning are called *homonyms*. (*Homonym* means *same-name*.)

**A.** Replace the dash by the proper one of the two words in the parenthesis:

**Example:**

(*bad, bade*)

In such company Seth soon went to the \_\_\_\_.

When I knocked on the door some one \_\_\_\_ me come in.

*In such company Seth soon went to the bad.*

*When I knocked on the door some one bade me come in.*

(*session, cession*)

1. We acquired the Philippine Islands by special \_\_\_\_\_.
2. Congress begins its \_\_\_\_\_ on the first Monday in December.

(*chews, choose*)

3. As a rule, an animal with split hoofs \_\_\_\_\_ its cud.
4. Between right and wrong there is but one thing to \_\_\_\_\_.

(*ducked, duct*)

5. On Hallowe'en we always \_\_\_\_\_ for apples.
6. The water reached the city through a special \_\_\_\_\_.

(*flow, floe*)

7. Rivers \_\_\_\_\_ in the direction of the slope.
8. A large \_\_\_\_\_ descended from the Arctic regions.

(*quire, choir*)

9. The twentieth part of a ream is a \_\_\_\_\_.
10. The \_\_\_\_\_ was carefully screened off from the nave.

(*guilt, gilt*)

11. What seems gold is often only \_\_\_\_\_.
12. The least a criminal can do is to admit his \_\_\_\_\_.

(*leek, leak*)

13. The \_\_\_\_\_ belongs to the onion family.
14. The boiler sprung a \_\_\_\_\_, but there was no explosion.

(*coarse, course*)

15. We cannot take kindly to \_\_\_\_\_ people.
16. Many European streams take a northerly \_\_\_\_\_.

(*stationery, stationary*)

17. Anything fastened permanently is \_\_\_\_\_.
18. Paper, pencils, pens, etc., are classed as \_\_\_\_\_.

(*thyme, time*)

19. Work with method, and you will save \_\_\_\_\_.
20. My mother often puts \_\_\_\_\_ in the soup.

**B.** Use both the word and its homonym in one or two sentences:

**Example:**

metal

*Aluminum is a whitish metal that seldom tarnishes.*

*There wasn't a man in the ranks who didn't show dash and mettle.*

- |           |           |            |              |
|-----------|-----------|------------|--------------|
| 21. pore  | 29. might | 37. pare   | 45. capitol  |
| 22. ware  | 30. great | 38. par    | 46. flower   |
| 23. seem  | 31. hall  | 39. dyeing | 47. lesson   |
| 24. sail  | 32. not   | 40. steel  | 48. sealing  |
| 25. berry | 33. sight | 41. wring  | 49. straight |
| 26. route | 34. waist | 42. right  | 50. hart     |
| 27. stair | 35. rough | 43. dough  | 51. quire    |
| 28. aught | 36. rote  | 44. reign  | 52. quartz   |

(55) **Topic 21. WORD STUDY: Antonyms.** (68)

**Observe:**

a. *A tidal wave advanced as far as Lisbon.*

b. *An hour later it receded.*

**Note** that *advanced* means *moved forward*, that *receded* means *moved back*; that these two words are exactly opposite in meaning. Such words are *antonyms*. (*Antonym* means *opposite-name* or word.)

**A.** Use both the word and its antonym in one or two sentences:  
(Consult the dictionary if necessary.)

(Be sure to select words of opposite meaning. The opposite of *polite* is not *impolite*; that is its negative: the opposite of *polite* is *rude*.)

**Example:**

liquid

*Lava is rock made liquid.*

*Peat is vegetation made solid.*

| (Noun)       | (Verb)       | (Adjective)  | (Adverb)       |
|--------------|--------------|--------------|----------------|
| 1. joy       | 13. hate     | 25. dull     | 37. after      |
| 2. truth     | 14. blame    | 26. ugly     | 38. often      |
| 3. virtue    | 15. begin    | 27. smooth   | 39. sadly      |
| 4. famine    | 16. permit   | 28. costly   | 40. early      |
| 5. friend    | 17. ascend   | 29. polite   | 41. always     |
| 6. liberty   | 18. oppose   | 30. tardy    | 42. noisily    |
| 7. patriot   | 19. reward   | 31. cheerful | 43. bravely    |
| 8. exterior  | 20. freeze   | 32. tame     | 44. quietly    |
| 9. ignorance | 21. import   | 33. frigid   | 45. upward     |
| 10. peace    | 22. lengthen | 34. generous | 46. everywhere |
| 11. weakness | 23. fill     | 35. certain  | 47. heedlessly |
| 12. death    | 24. expand   | 36. adverse  | 48. roughly    |

### (58) Topic 22. THE VERB: The Principal Parts. (63)

#### Observe:

PRESENT: *I go; thou goest; he goes; we go; etc.*

PAST: *I went; thou went; he went; we went; etc.*

FUTURE: *I shall go; thou wilt go; he will go; etc.*

PRESENT PERFECT: *I have gone; thou hast gone; he has gone; etc.*

PAST PERFECT: *I had gone; thou hadst gone; he had gone; etc.*

FUTURE PERFECT: *I shall have gone; thou wilt have gone; etc.*

**Note** that in taking the verb *go* through all the tenses, three forms are especially noticeable; they are *go*, *went*, and *gone*. *Go* is the cue for the *present* and *future* tenses; *went* for the *past* tense; *gone* for the *perfect* tenses. For this reason *go*, *went*, and *gone* are called the three principal parts. The principal parts of the verb are named the *present*, *past*, and *past participle*.

**A. Give the principal parts:**

(If in doubt consult the dictionary.)

|         |           |           |           |
|---------|-----------|-----------|-----------|
| 1. do   | 6. give   | 11. be    | 16. read  |
| 2. eat  | 7. know   | 12. write | 17. see   |
| 3. sing | 8. grow   | 13. break | 18. find  |
| 4. sink | 9. speak  | 14. bring | 19. sweep |
| 5. come | 10. drink | 15. catch | 20. think |

**Observe:**

|    | PRESENT     | PAST          | PAST PARTICIPLE |
|----|-------------|---------------|-----------------|
| a. | <i>love</i> | <i>loved</i>  | <i>loved</i>    |
| b. | <i>play</i> | <i>played</i> | <i>played</i>   |
| c. | <i>walk</i> | <i>walked</i> | <i>walked</i>   |
| d. | <i>tear</i> | <i>tore</i>   | <i>torn</i>     |
| e. | <i>draw</i> | <i>drew</i>   | <i>drawn</i>    |
| f. | <i>fly</i>  | <i>flew</i>   | <i>flown</i>    |

**Note** that in *a*, *b*, and *c*, the verb forms its principal parts by adding *d* or *ed* for the *past* and the *past participle*. That is the rule for many of our verbs. Such a verb is *regular*.

**Note** that in *d*, *e*, and *f*, the verb seems to follow no rule in forming its principal parts. It is *irregular*.

A verb is *regular* when it adds *d* or *ed* to the *present* tense in forming the *past* tense and the *past participle*.

A verb is *irregular* when it does not add *d* or *ed* to the *present* tense in forming the *past* tense and the *past participle*.

**B. Tell which the verb is—regular or irregular:**

(Consult the dictionary if necessary.)

|            |           |          |           |
|------------|-----------|----------|-----------|
| 21. tell   | 26. sit   | 31. work | 36. apply |
| 22. look   | 27. paint | 32. sew  | 37. spin  |
| 23. tie    | 28. lie   | 33. sow  | 38. run   |
| 24. throw  | 29. lay   | 34. pass | 39. sigh  |
| 25. manage | 30. laugh | 35. lose | 40. defy  |

**C.** Replace the dash by the form of *lie* or *lay*:

(Consult the dictionary for the principal parts of *lie* and *lay* and note the distinctions.)

41. To float you must \_\_\_\_\_ flat on your back.
42. The Coast Range \_\_\_\_\_ westward of the Rockies.
43. The sword of the foe \_\_\_\_\_ peacefully beside him.
44. It is well known that many hens do not \_\_\_\_\_ down.
45. A hen sometimes \_\_\_\_\_ an egg every day for an entire season.
46. Newly \_\_\_\_\_ eggs are absolutely fresh.
47. Some eggs \_\_\_\_\_ in storage months before they are used.
48. These eggs \_\_\_\_\_ in storage six weeks to my knowledge.
49. We shall \_\_\_\_\_ out our garden earlier in the spring.
50. After it is properly \_\_\_\_\_ out we shall plant.
51. Some fields have \_\_\_\_\_ uncultivated for centuries.
52. Indians \_\_\_\_\_ in ambush waiting for the enemy.
53. It is said that miles of coal-beds \_\_\_\_\_ idle in China.
54. The little pup \_\_\_\_\_ on the couch fast asleep.
55. Cats occasionally \_\_\_\_\_ with face turned up.
56. The dog makes a revolution before he \_\_\_\_\_ down.
57. Horses will not \_\_\_\_\_ down where there is filth.
58. If your clothing catches fire \_\_\_\_\_ down and roll about quickly.
59. The nurse \_\_\_\_\_ the child on the bed and \_\_\_\_\_ down beside it.
60. We \_\_\_\_\_ in our bunks until the signal from the watch aroused us.
61. There were so many earthquakes we hesitated to \_\_\_\_\_ down.
62. Hundreds of children \_\_\_\_\_ on the beach basking in the warm sun.

**D.** Replace the dash by the appropriate form of the verb in parenthesis:

63. (*write*) I had \_\_\_\_\_ the post-card in time but the mail had delayed it.
64. (*go*) After the party had \_\_\_\_\_ ahead we \_\_\_\_\_ in pursuit by the nearest bridge.



65. (*know*) At that time none of us \_\_\_\_\_ the road, but the guide should have \_\_\_\_\_ it sufficiently not to lead us into a forest.
66. (*freeze*) When the mercury in your thermometer \_\_\_\_\_ you are in danger of being \_\_\_\_\_ to death.
67. (*ring*) When Warren was drowned the bell-buoy \_\_\_\_\_ its awful tune of death. Even now its dirge \_\_\_\_\_ in my ears.
68. (*blow*) The storm raged with such madness that the crew were \_\_\_\_\_ off the raft.
69. (*sink*) The boat \_\_\_\_\_, but, alas, the gallant crew on the raft \_\_\_\_\_ an hour before it.
70. (*bite*) The poodle was severely \_\_\_\_\_ by the mongrel; but he \_\_\_\_\_ back whenever he got a chance.
71. (*shine*) See how the sun \_\_\_\_\_ through the lattice. It had \_\_\_\_\_ an hour before we awoke.
72. (*lie*) Wearied and sick I \_\_\_\_\_ on the couch awaiting my mother. I must have \_\_\_\_\_ there an age before she came.
73. (*run*) You \_\_\_\_\_ up the stairs when the bell rang. Though you would have been tardy you should not have \_\_\_\_\_ up the stairs.
74. (*break*) Had you kept that stone out of your hand you would not have \_\_\_\_\_ my window.
75. (*eat*) The Turks \_\_\_\_\_ dates about as often as we \_\_\_\_\_ bread.
76. You might not be sick now had you \_\_\_\_\_ more moderately.

## SUPPLEMENTARY

E. Replace the dash by the appropriate form of the verb:

(*ride*)

77. Officers usually \_\_\_\_\_ on horseback, privates walk.
78. Edward never \_\_\_\_\_ a horse in his life, he says.
79. Last summer he \_\_\_\_\_ all over the state on his wheel.

(run)

80. Shortly before noon a team \_\_\_\_\_ madly past the school.  
81. Before they were stopped they had \_\_\_\_\_ twenty blocks.  
82. Wolves \_\_\_\_\_ for the woods at the sight of fire.

(see)

83. Owls \_\_\_\_\_ rats in the dark and catch them.  
84. Only lately, I \_\_\_\_\_ an owl devour a big fat rat.  
85. Have you ever \_\_\_\_\_ a spider trap a fly?  
86. At the Corcoran Art Gallery we \_\_\_\_\_ many wonderful statues.

(shake)

87. The explosion \_\_\_\_\_ the houses and broke the window-panes.  
88. All high buildings \_\_\_\_\_ in a wind-storm.  
89. A changeable person is one who is easily \_\_\_\_\_ in his purpose.

(steal)

90. Do not wait until your horse has been \_\_\_\_\_, before you lock the stable.  
91. Idlers \_\_\_\_\_ time, yet, who has never \_\_\_\_\_ any?  
92. The robber \_\_\_\_\_ with violence.  
93. Unscrupulous officials have \_\_\_\_\_ from the public treasury.

(take)

94. On rainy days we \_\_\_\_\_ our lunch.  
95. So many people \_\_\_\_\_ me for my brother.  
96. Would you have \_\_\_\_\_ a house in the suburb in exchange?  
97. It \_\_\_\_\_ Magellan's crew three years to make the trip around the world, and it \_\_\_\_\_ hardly three months to do it now.

(wear)

98. The enlightened races \_\_\_\_\_ the same style of clothes.  
99. Dripping water \_\_\_\_\_ down the hardest rock.  
100. Fur coats should be \_\_\_\_\_ only, in very cold weather.

(write)

101. We enjoy the poems and stories Eugene Field has \_\_\_\_\_.  
102. At one time, people \_\_\_\_\_ with goose-quills.  
103. The ancients \_\_\_\_\_ with a stylus on parchment.  
104. Virginia and her brother \_\_\_\_\_ to me every Christmas.

## (58) Topic 23. THE VERB: Three Styles. (72)

Observe:

- a. I write now.
- b. I am writing now.
- c. I do write now.

Note that in each sentence the verb is in the present tense.

Note that in sentence *a* the fact mentioned happens on the instant, and the expression is to the point, *direct*. This is the *direct style*.

Note that in sentence *b* the verb ends in *ing* and takes as an auxiliary the verb *be*; and that the fact mentioned is continuous—it is still *progressing*. This is the *progressive style*.

Note that in sentence *c* the verb takes as an auxiliary the verb *do*; that the meaning is the same as in *a* and *b*, but is expressed with earnestness and *emphasis*. This is the *emphatic style*.

Observe:

- d. I wrote yesterday.
- e. I was writing yesterday.
- f. I did write yesterday.

Note that the verb in each sentence is in the past tense.

Note that the thought expressed is the same in each; but that *d* is *direct* style, that *e* is *progressive* style, that *f* is *emphatic* style.

Observe:

- g. I shall write to-morrow.
- h. I shall be writing to-morrow.
- i. I SHALL write to-morrow.

Note that in each sentence the verb is in the future tense.

Note that the thought expressed is the same in each, but that *g* is *direct* style, that *h* is *progressive* style, that *i* is *emphatic* style.

Note that there is no difference in form between *g* and *i*, yet the latter is made emphatic by emphasizing the word *SHALL*.

**Observe:**

*j. I have written to-day.*

*k. I have been writing to-day.*

*l. I HAVE written to-day.*

*m. I had written before you came.*

*n. I had been writing before you came.*

*o. I HAD written before you came.*

*p. I shall have written before you come.*

*q. I shall have been writing before you come.*

*r. I SHALL have written before you come.*

**Note** that *j*, *k*, and *l* are present perfect, and that they illustrate the three styles of the verb.

**Note** that sentences *m*, *n*, and *o* are past perfect, and illustrate the three styles of the verb.

**Note** that *p*, *q*, and *r* are future perfect, and illustrate the three styles of the verb.

**A.** Change the underscored verb into progressive style; then change it into emphatic style:

**Example:**

I inspected the dikes very minutely.

*I was inspecting the dikes very minutely.*

*I did inspect the dikes very minutely.*

1. We keep our kerosene and gasoline in an outhouse.
2. Hot ashes cause heavy losses by fire.
3. Sparks from the chimney set fire to the roof.
4. Brigid thoughtlessly dried the wood in the oven.
5. But she never sprinkled kerosene on the coal.
6. We took particular care not to overheat the stove.

7. Pouring hot water on frozen pipes thaws them out.
8. Decaying leaves make a rich loam for the garden.
9. A little boy's bonfire burned down a whole forest.
10. Oil cloths are put into containers having a cover.
11. Electricity furnishes power for thousands of factories.
12. It runs our cars and even our trains.
13. Serious trouble comes from defective wiring.
14. A fire-extinguisher hangs in every passage.
15. Hurriedly pulling down the lever, I gave the alarm.

**B.** Tell the style in which the verb is:

16. While the passengers were sleeping the gang scrubbed the decks.
17. The firemen are continually feeding the hungry fires.
18. Luther Burbank lives among the mountains of the coast.
19. We speed along through every kind of storm.
20. The time was really passing too fast for me.
21. The Burbank potato is so called after this great man.
22. Burbank cultivated cactus-plants in his garden.
23. He was studying a cactus when I saw him.
24. He raised cactus-plants that had no spines.
25. Burbank really did produce a rose of deep black color.
26. Switzerland is the land where Tell lived.
27. The villages on the slopes are being visited by avalanches.
28. The whole upper part of the mountain was beginning to move.
29. The glaciers do melt and send their waters to the river.
30. No evil eye shall disturb the peace of this brave people.
31. As I was walking along aimlessly, a deer dashed across my path.
32. While the storm was beating upon their homes, the babies were playing with their toys.
33. Shall I go with you—I shall never join such a party!
34. You say you won't go? I say you must go.

## SUPPLEMENTARY

C. Give the syntax of the underscored verb and tell in which style it is—direct or progressive:

(See picture on opposite page.)

## WILL-O'-THE-WISP

One night I was suddenly aroused by my cousin wildly pleading that I go with him to the meadow. Jumping up, I hurried and followed Floyd, who was fairly pulling me along. We took to the cowpath leading to the meadow. Floyd was pushing me along. I kept going until I stumbled. At my feet lay a man at full length, dead to the world, and a gun on the ground beside him. It was Jasper Teale, Floyd's friend, lately returned from the trenches of France.

I mastered my feelings and, instinctively turning, noted that Floyd was not within a hundred feet of me. Jasper was not dead, nor was there any evidence of violence. I lifted him and carried him to the cottage porch, and there succeeded in restoring him to consciousness. Then he began to tell his experiences in trembling fragments. Briefly stated, Jasper had succumbed to what was once a common illusion.

Animal and vegetable matter found together in regions of bog decompose during spells of great heat, and generate gases which by self-ignition produce a light-blue flame that flutters in the air in the shape of a wisp apparently supported by a stem. The curious thing looks brightest at a distance and has been seen to travel with great speed. Before the English Government had introduced its system of drainage this phenomenon was frequent in the British Isles, and gave rise to superstitions which sometimes led to horrible consequences.

Jasper Teale was not superstitious. But he had insisted that no torch could travel around like that of its own accord, declaring "I will fetch the fellow who carries that sickly lamp,"—and Floyd had dared him. Snatching his gun he had made for the scene, whipping up his courage with the tune of "Over There." At a distance of twenty feet he had halted. There was the light. But not a man nearby! While his head had been filling with floods of thoughts the "spectre" had suddenly approached—and Jasper had collapsed.





## (57) Topic 24. WORD STUDY: The Prefix. (69)

A. Tell the meaning of the prefix:

(A review.)

|               |               |                |                   |                                      |
|---------------|---------------|----------------|-------------------|--------------------------------------|
| 1. <i>dis</i> | 6. <i>in</i>  | 11. <i>un</i>  | 16. <i>com</i>    | 21. <i>sub</i>                       |
| 2. <i>ex</i>  | 7. <i>mis</i> | 12. <i>en</i>  | 17. <i>inter</i>  | 22. <i>ante</i>                      |
| 3. <i>ill</i> | 8. <i>pre</i> | 13. <i>ad</i>  | 18. <i>trans</i>  | 23. <i>anti</i>                      |
| 4. <i>ir</i>  | 9. <i>de</i>  | 14. <i>con</i> | 19. <i>circ</i>   | 24. <i>contra</i> (or <i>contr</i> ) |
| 5. <i>im</i>  | 10. <i>re</i> | 15. <i>col</i> | 20. <i>circum</i> | 25. <i>counter</i>                   |

B. From the prefixes in Exercise A, select the one that may be appropriately attached, spelling the new word:

|           |             |              |               |
|-----------|-------------|--------------|---------------|
| 26. act   | 38. print   | 50. league   | 62. suffrage  |
| 27. mix   | 39. truth   | 51. marine   | 63. division  |
| 28. band  | 40. united  | 52. action   | 64. science   |
| 29. wise  | 41. modest  | 53. behave   | 65. liberal   |
| 30. ease  | 42. press   | 54. caution  | 66. contract  |
| 31. legal | 43. march   | 55. fusion   | 67. regular   |
| 32. agree | 44. spell   | 56. prudent  | 68. religion  |
| 33. enter | 45. chant   | 57. partial  | 69. navigate  |
| 34. claim | 46. perfect | 58. migrate  | 70. national  |
| 35. flame | 47. credit  | 59. prudent  | 71. courteous |
| 36. write | 48. scribe  | 60. sequence | 72. pronounce |
| 37. lease | 49. view    | 61. orderly  | 73. dependent |

Observe:

|                 |                |                  |                  |
|-----------------|----------------|------------------|------------------|
| a. <i>cycle</i> | <i>bicycle</i> | e. <i>chance</i> | <i>perchance</i> |
| b. <i>plane</i> | <i>biplane</i> | f. <i>fume</i>   | <i>perfume</i>   |
| c. <i>part</i>  | <i>depart</i>  | g. <i>long</i>   | <i>prolong</i>   |
| d. <i>mean</i>  | <i>demean</i>  | h. <i>claim</i>  | <i>proclaim</i>  |

Note that *bi*, *de*, *per*, *pro* are prefixes; that *bi* means *two* or *twice*; that *de* means *off* or *down*; that *per* means *by* or *through*; that *pro* means *forward*.

**C. Tell the meaning:**

(When in doubt consult the dictionary.)

|               |              |                |                 |
|---------------|--------------|----------------|-----------------|
| 74. bisect    | 84. deform   | 94. peruse     | 104. promote    |
| 75. biped     | 85. dethrone | 95. perspire   | 105. propel     |
| 76. bivalve   | 86. degrade  | 96. perforce   | 106. proceed    |
| 77. biweekly  | 87. detach   | 97. percentage | 107. progress   |
| 78. biennial  | 88. descend  | 98. perennial  | 108. profess    |
| 79. bigamy    | 89. depose   | 99. permeate   | 109. project    |
| 80. bilateral | 90. dejected | 100. percolate | 110. projectile |
| 81. defraud   | 91. depend   | 101. permanent | 111. protrude   |
| 82. deface    | 92. decrease | 102. perceive  | 112. prospect   |
| 83. deciduous | 93. permeate | 103. provide   | 113. proclivity |

**(68) Topic 25. WORD STUDY: The Suffix. (71)****A. Tell the meaning of the suffix:**

(A review.)

|              |                |                 |                 |                 |
|--------------|----------------|-----------------|-----------------|-----------------|
| 1. <i>y</i>  | 7. <i>ate</i>  | 13. <i>able</i> | 19. <i>less</i> | 25. <i>tion</i> |
| 2. <i>ly</i> | 8. <i>ine</i>  | 14. <i>ible</i> | 20. <i>ness</i> | 26. <i>sion</i> |
| 3. <i>en</i> | 9. <i>dom</i>  | 15. <i>fy</i>   | 21. <i>hood</i> | 27. <i>ary</i>  |
| 4. <i>al</i> | 10. <i>eer</i> | 16. <i>ous</i>  | 22. <i>ancy</i> | 28. <i>ery</i>  |
| 5. <i>or</i> | 11. <i>ish</i> | 17. <i>ist</i>  | 23. <i>ency</i> | 29. <i>ory</i>  |
| 6. <i>er</i> | 12. <i>ize</i> | 18. <i>ive</i>  | 24. <i>ship</i> | 30. <i>ment</i> |

**B. From the suffixes in Exercise A, select the one that may be appropriately attached, spelling the new word:**

(Some words undergo a slight change in spelling by the addition of a suffix. Verify your answer by consulting the dictionary.)

|            |            |             |             |
|------------|------------|-------------|-------------|
| 31. penny  | 37. Swede  | 43. eat     | 49. counsel |
| 32. nature | 38. talk   | 44. drug    | 50. promise |
| 33. beauty | 39. sense  | 45. sport   | 51. machine |
| 34. notice | 40. agree  | 46. permit  | 52. foolish |
| 35. select | 41. true   | 47. divide  | 53. harmony |
| 36. malice | 42. direct | 48. content | 54. lenient |

|            |            |             |              |
|------------|------------|-------------|--------------|
| 55. colony | 59. brass  | 63. space   | 67. current  |
| 56. judge  | 60. job    | 64. auction | 68. partner  |
| 57. free   | 61. fort   | 65. infirm  | 69. terminus |
| 58. hardy  | 62. infant | 66. mud     | 70. mountain |

**Observe:**

|            |                   |            |                  |
|------------|-------------------|------------|------------------|
| a. wreck   | <u>wreckage</u>   | e. horror  | <u>horrid</u>    |
| b. freight | <u>freightage</u> | f. fervor  | <u>fervid</u>    |
| c. book    | <u>booklet</u>    | g. future  | <u>futurity</u>  |
| d. leaf    | <u>leaflet</u>    | h. sincere | <u>sincerity</u> |

**Note** that *age*, *let*, *id*, and *ity* are suffixes; that *age* means *condition of* or *allowance for*; that *let* means *little*; that *id* means *like*; that *ity* means *state or condition*.

**C. Tell the meaning:**

(When in doubt consult the dictionary.)

|                |              |            |                  |
|----------------|--------------|------------|------------------|
| 71. dotage     | 79. circlet  | 87. florid | 95. stupidity    |
| 72. mileage    | 80. islet    | 88. torrid | 96. heredity     |
| 73. plumage    | 81. hamlet   | 89. frigid | 97. humidity     |
| 74. breakage   | 82. rivulet  | 90. humid  | 98. calamity     |
| 75. salvage    | 83. brooklet | 91. rancid | 99. fidelity     |
| 76. carnage    | 84. rootlet  | 92. stupid | 100. declivity   |
| 77. tutelage   | 85. gimlet   | 93. liquid | 101. duplicity   |
| 78. percentage | 86. bracelet | 94. timid  | 102. monstrosity |

**D. Break up the word to show the elements from which it is built:**

**Examples:**

rivulet = *river* + *let*

crystalline = *crystal* + *ine*

|                  |                  |               |                 |
|------------------|------------------|---------------|-----------------|
| 103. dispensary  | 109. creamery    | 115. granary  | 121. foppish    |
| 104. citizenship | 110. carrier     | 116. Spanish  | 122. robbery    |
| 105. creator     | 111. glorify     | 117. organist | 123. engineer   |
| 106. direction   | 112. armory      | 118. tidiness | 124. colliery   |
| 107. beauteous   | 113. womanhood   | 119. wisdom   | 125. ordinance  |
| 108. operator    | 114. permissible | 120. grocery  | 126. strengthen |

## (68) Topic 26. WORD STUDY: The Stem. (83)

## A. Distinguish the stem and tell what it means:

(A review.)

(Consult the dictionary if necessary.)

- |               |                |                |                  |
|---------------|----------------|----------------|------------------|
| 1. pedal      | 15. factory    | 29. rectify    | 43. deceptible   |
| 2. motor      | 16. particle   | 30. observe    | 44. correction   |
| 3. local      | 17. fragile    | 31. conserve   | 45. centipede    |
| 4. export     | 18. posture    | 32. opposite   | 46. vitagraph    |
| 5. recede     | 19. regular    | 33. postpone   | 47. photograph   |
| 6. impede     | 20. portable   | 34. graphite   | 48. reservoir    |
| 7. depart     | 21. pedestal   | 35. captain    | 49. pedestrian   |
| 8. precede    | 22. scripture  | 36. transact   | 50. centennial   |
| 9. secede     | 23. benefactor | 37. satisfy    | 51. prescription |
| 10. enlighten | 24. incurable  | 38. percentage | 52. preposition  |
| 11. reporter  | 25. attractive | 39. unmerciful | 53. thermometer  |
| 12. dislocate | 26. perfumery  | 40. infirmary  | 54. speedometer  |
| 13. commotion | 27. irregular  | 41. department | 55. inscription  |
| 14. incurable | 28. opponent   | 42. decapitate | 56. transaction  |

## Observe:

- a. eruption      a breaking out      c. cordial      from the heart  
 b. revolve      to turn around      d. expire      to breathe out  
 e. graduate      to proceed step by step

Note that *rup*, *vol*, *cord*, *spir*, and *grad* are stems; that *rup* means *break*; that *vol* means *turn*; that *cord* means *heart*; that *spir* means *breathe*; that *grad* or *gress* means *step*.

## B. Tell the meaning:

- |                 |                |                 |                |
|-----------------|----------------|-----------------|----------------|
| 57. interrupt   | 63. discord    | 69. spirit      | 75. degrade    |
| 58. corrupt     | 64. accord     | 70. inspiration | 76. gradually  |
| 59. revolution  | 65. cordate    | 71. respiration | 77. gradient   |
| 60. convolution | 66. cardiac    | 72. conspiracy  | 78. digress    |
| 61. involved    | 67. core       | 73. graded      | 79. congress   |
| 62. devolve     | 68. courageous | 74. egress      | 80. retrograde |



## (63) Topic 27. THE VERB: Mood. (74)

Observe:

- a. John is honest.
- b. Is John honest?
- c. John, be honest.
- d. I pleaded with John that he be honest always.
- e. If he live until to-morrow he will recover.
- f. If I were a shark I should know the ocean's secret.

**Note** that sentence *a* is declarative, and its verb *is* is in the *present* tense; that sentence *b* is interrogative, and its verb *is* is in the *present* tense; that sentence *c* is imperative, and the verb *be* is in the *present* tense; that sentences *d*, *e*, and *f* are complex declarative, and that in *d* and *e* the verb of the subordinate clause is in the *present* tense; in *f* it is in the *past* tense.

**Note** that the verb in each of the sentences, either by its form or its position, suggests the manner of thought: in *a* it is a *fact*; in *b* it is a *question*; in *c* it is a *command*; in *d* it is a strong *wish*; in *e* it is the expression of an *uncertainty* (something that may or may not happen); in *f* it is a *mere supposition* (something supposed). The manner of thought suggested by the verb is its *mood*. (*Mood* or *mode* is from the Latin *modus*, which means *manner*.)

The verb in a declarative or interrogative sentence, if it merely indicates the *fact* or *question*, is in the *indicative mood*.

(The indicative mood may be direct, progressive, or emphatic style.)

The verb in an imperative sentence makes an imperative *command* or *entreaty*. It is in the *imperative mood*.

The verb in any sentence or clause of a sentence, if suggestive of a *strong wish*, an *uncertainty*, or a *mere supposition*, is in the *subjunctive mood*. (Subjunctive is from *subjoin*, meaning that the thought is *joined* to or dependent upon another thought.)



Mood is a manner of speech suggested by the form of the verb in the sentence.

When the form of the verb suggests a *fact*, or a *question* concerning a fact, the verb is in the *indicative mood*.

When the form of the verb suggests a *command* or an *entreaty*, the verb is in the *imperative mood*.

When the form of a verb suggests a *strong wish*, an *uncertainty*, or a *mere supposition*, the verb is in the *subjunctive mood*.

### SUPPLEMENTARY

A. Tell which is suggested in the sentence—a fact, a question, a command, a wish, an uncertainty, or a supposition; then tell the mood of the underscored verb:

1. He has passed his examination, therefore he will be promoted.
2. If he pass the next examination, will he be promoted again?
3. Does she fear the examination after having studied so faithfully?
4. Study hard all term and you will surely be successful.
5. Though you were a millionaire you would still have many wants.
6. Though Mr. Mammon is a millionaire he is not satisfied.
7. Was Mr. Mammon satisfied when he had more than anybody else?
8. Would he be satisfied if he had all the world's wealth?
9. I must restore ill-gotten goods though it were all a secret.
10. God spare you many years and bless your noble purposes.
11. I suffered in silence lest I should worry my mother.
12. Let him be honorable always and he need fear no man's tongue.
13. Though he be the most powerful man on earth he would still be subject to the powers above.
14. If you could fly to the moon would you make the trip?
15. "Except you do penance," says the Master, "you shall all likewise perish."

## (72) Topic 28. THE VERB: Indicative and Subjunctive. (79)

Observe:

*The verb BE*

|             | INDICATIVE            | SUBJUNCTIVE                |
|-------------|-----------------------|----------------------------|
| PRESENT     | <i>I am</i>           | (If) <i>I be</i>           |
|             | <i>Thou art</i>       | (If) <i>Thou be</i>        |
|             | <i>He is</i>          | (If) <i>He be</i>          |
|             | <i>We are</i>         | (If) <i>We be</i>          |
|             | <i>You are</i>        | (If) <i>You be</i>         |
|             | <i>They are</i>       | (If) <i>They be</i>        |
| PAST        | <i>I was</i>          | (If) <i>I were</i>         |
|             | <i>Thou wast</i>      | (If) <i>Thou wert</i>      |
|             | <i>He was</i>         | (If) <i>He were</i>        |
|             | <i>We were</i>        | (If) <i>We were</i>        |
|             | <i>You were</i>       | (If) <i>You were</i>       |
|             | <i>They were</i>      | (If) <i>They were</i>      |
| FUTURE      | <i>I shall be</i>     | (If) <i>I should be</i>    |
|             | <i>Thou wilt be</i>   | (If) <i>Thou would be</i>  |
|             | <i>He will be</i>     | (If) <i>He would be</i>    |
|             | <i>We shall be</i>    | (If) <i>We should be</i>   |
|             | <i>You will be</i>    | (If) <i>You would be</i>   |
|             | <i>They will be</i>   | (If) <i>They would be</i>  |
| PRES. PERF. | <i>I have been</i>    | (If) <i>I have been</i>    |
|             | <i>Thou hast been</i> | (If) <i>Thou have been</i> |
|             | <i>He has been</i>    | (If) <i>He have been</i>   |
|             | <i>We have been</i>   | (If) <i>We have been</i>   |
|             | <i>You have been</i>  | (If) <i>You have been</i>  |
|             | <i>They have been</i> | (If) <i>They have been</i> |

|            |                             |                                    |
|------------|-----------------------------|------------------------------------|
| PAST PERF. | <i>I had been</i>           | (If) <i>I had been</i>             |
|            | <i>Thou hadst been</i>      | (If) <i>Thou hadst been</i>        |
|            | <i>He had been</i>          | (If) <i>He had been</i>            |
|            | <i>We had been</i>          | (If) <i>We had been</i>            |
|            | <i>You had been</i>         | (If) <i>You had been</i>           |
|            | <i>They had been</i>        | (If) <i>They had been</i>          |
| FUT. PERF. | <i>I shall have been</i>    | (If) <i>I should have been</i>     |
|            | <i>Thou wilt have been</i>  | (If) <i>Thou wouldst have been</i> |
|            | <i>He will have been</i>    | (If) <i>He would have been</i>     |
|            | <i>We shall have been</i>   | (If) <i>We should have been</i>    |
|            | <i>You would have been</i>  | (If) <i>You would have been</i>    |
|            | <i>They would have been</i> | (If) <i>They would have been</i>   |

**Note** that the forms of the verb *be* are here shown in all the tenses of the two moods; that the subjunctive begins with *if*. (Instead of *if* it may be *though*, *lest*, *provided*, or a similar word, expressed or understood.)

**Note** that the subjunctive has fewer variations—that is, fewer different forms—than the indicative.

To show a verb, active or passive, in every mood, tense, person, and number, is to inflect or **conjugate** it, and the act is called **conjugation**.

A. Write, in two columns headed *indicative* and *subjunctive*, the conjugation of the verb:

|           |           |           |                              |
|-----------|-----------|-----------|------------------------------|
| 1. write  | 7. see    | 13. run   | 19. freeze                   |
| 2. speak  | 8. sing   | 14. bring | 20. swim                     |
| 3. eat    | 9. bite   | 15. come  | 21. lie (to rest)            |
| 4. drink  | 10. break | 16. know  | 22. lie (to tell an untruth) |
| 5. go     | 11. sit   | 17. rise  | 23. read                     |
| 6. choose | 12. drown | 18. lay   | 24. tear                     |

## Observe:

|             | <i>a</i>                       | <i>b</i>                       |
|-------------|--------------------------------|--------------------------------|
| PRESENT     | <i>(If) I be</i>               | <i>(If) I see</i>              |
| PAST        | <i>(If) I were</i>             | <i>(If) I saw</i>              |
| FUTURE      | <i>(If) I should be</i>        | <i>(If) I should see</i>       |
| PRES. PERF. | <i>(If) I have been</i>        | <i>(If) I have seen</i>        |
| PAST PERF.  | <i>(If) I had been</i>         | <i>(If) I had seen</i>         |
| FUT. PERF.  | <i>(If) I should have been</i> | <i>(If) I should have seen</i> |

|         | <i>c</i>                 |                              |
|---------|--------------------------|------------------------------|
| PRESENT | <i>(If) I be seen</i>    | PAST <i>(If) I were seen</i> |
|         | <i>(If) Thou be seen</i> | <i>(If) Thou wert seen</i>   |
|         | <i>(If) He be seen</i>   | <i>(If) He were seen</i>     |
|         | <i>(If) We be seen</i>   | <i>(If) We were seen</i>     |
|         | <i>(If) You be seen</i>  | <i>(If) You were seen</i>    |
|         | <i>(If) They be seen</i> | <i>(If) They were seen</i>   |

FUTURE *(If) I should be seen*  
*(If) Thou wouldst be seen*  
*(If) He would be seen*

*(If) We should be seen*  
*(If) You would be seen*  
*(If) They would be seen*

PRES. PERF. *(If) I have been seen*  
*(If) Thou have been seen*  
*(If) He have been seen*

*(If) We have been seen*  
*(If) You have been seen*  
*(If) They have been seen*

|            |   |
|------------|---|
| PAST PERF. | (If) <i>I had been seen</i>             |
|            | (If) <i>Thou had been seen</i>          |
|            | (If) <i>He had been seen</i>            |
|            | (If) <i>We had been seen</i>            |
|            | (If) <i>You had been seen</i>           |
|            | (If) <i>They had been seen</i>          |
| FUT. PERF. | (If) <i>I should have been seen</i>     |
|            | (If) <i>Thou wouldst have been seen</i> |
|            | (If) <i>He would have been seen</i>     |
|            | (If) <i>We should have been seen</i>    |
|            | (If) <i>You would have been seen</i>    |
|            | (If) <i>They would have been seen</i>   |

**Note** that column *a* is a synopsis of the conjugation of the verb *be*; that column *b* is a synopsis of the conjugation of the verb *see*, active voice; that column *c* is the conjugation of the verb *see* in the passive. (Compare with Topic 4.)

**B. Conjugate the verb in both voices:**

|            |             |            |              |
|------------|-------------|------------|--------------|
| 25. please | 29. honor   | 33. carry  | 37. select   |
| 26. bite   | 30. save    | 34. take   | 38. tell     |
| 27. bring  | 31. pay     | 35. elect  | 39. direct   |
| 28. find   | 32. promote | 36. choose | 40. surprise |

**SUPPLEMENTARY**

**C. Tell the mood and tense of the verbs underscored:**

41. Had I known of your coming I should certainly have remained at home.
42. Mr. Hamilton sends his card and asks if he be permitted to call.
43. If you were a mile tall you would have an excellent view of mountains and valleys.\*

\* **NOTE:**—A mere supposition with indefinite time is best expressed by the subjunctive past tense.

44. Though the price of flour were low, it would be sinful to be extravagant with it.
45. Even though the price of flour is low, it is sinful to be extravagant with it.
46. Though the price of flour is low, it would be sinful to be extravagant with it.
47. Though your testimony is true it has no value in court.
48. Though your testimony were true it would have no value in court.
49. Were he the richest man in the world I would not change my opinion of him.
50. You may not remove a party fence unless your neighbor consent.
51. Though the lad goes to school regularly, he makes no progress.
52. Lest he forget his promise, I sent him a card as a gentle reminder.
53. If the patient live till midnight, he will have a chance for recovery.
54. Had the patient lived until midnight, he would have had a chance for recovery.
55. This man has a right to justice though he is a criminal.
56. This man has a right to justice though he be a criminal.
57. If there be a vacancy you should be the one to fill it.
58. Though you be my friend, should I favor you unduly?
59. Though you are my friend, must I favor you unduly?
60. A kind neighbor cautioned me lest I be imposed upon.
61. Though I was not successful at least I have done my best.
62. Though I were not successful I should always do my best.

D. Analyze verbally the sentences in Exercise C.

E. Analyze graphically the sentences in Exercise C.

F. Parse the verbs in the sentences in Exercise C.

(When parsing a verb add its full classification.)

### Example:

*Should have remained* (sentence 41) is a verb; from *remain*, *remained*, *remained*; regular; transitive; active; subjunctive; future perfect; agrees with its subject *I* in first, singular.



## (74) Topic 29. THE VERB: Imperative. (104)

Observe:

- a. Go.
- b. Sing softly.
- c. Stand straight.
- d. Depart thou.
- e. Man the life-boats.
- f. Help me, *Lysander*, help me.
- g. *Friends, Romans, countrymen*, lend me your ears.

**Note** that each sentence is imperative. When the manner of speech suggests command, or entreaty, the verb is in the imperative mood: therefore *Go*, *Sing*, *Stand*, *Depart*, *Man*, *Help*, and *lend* are in the imperative mood.

**Note** that in *a*, *b*, *c*, and *e* the subject *you*, understood, may be singular or plural; that in *d* and *f* the subject is singular; that in *g* the subject is plural.

**Note** that in *d* the subject is *thou* (expressed); that in *f* it is *you*, understood, but the name of the person addressed, *Lysander*, is given; a name so expressed is called the *nominative by direct address*.

**Note** that a command or entreaty is always to the person addressed, that is, the second person (singular or plural). **Note** that a command or entreaty is always made here and now, that is, in the present tense. Hence, the imperative mood has only *one person* and *one tense*.

**Note** that in *g* the subject is *you*, understood; but the people addressed are named as *Friends, Romans, countrymen*. *Friends, Romans, countrymen* are *nominative by direct address*.

When stating the case of such nouns, *Lysander* for example, it should be said that it is in the nominative case *by direct address*.

The complete conjugation for the imperative mood is:

Action verb: *See*

PRESENT

|           | singular              | plural                 |
|-----------|-----------------------|------------------------|
| (active)  | <i>See (thou)</i>     | <i>See (you or ye)</i> |
| (passive) | <i>Be (thou) seen</i> | <i>Be (you) seen</i>   |

Being verb: *Be*

*Be (thou)*      *Be (you or ye)*

VERBAL ANALYSIS

A. Analyze verbally:

**Example:**

Shoemaker, stick to thy last,  
The die has long been cast.

- I. *Shoemaker, stick to thy last,*  
*The die has long been cast.*
- II. Complex imperative sentence.
- III. Chief clause: *Shoemaker, stick to thy last.*
- IV. Dependent clause: *The die has long been cast.*
- V. Connective: subordinate conjunction *for*, understood.
- VI. Chief clause, subject: pronoun *you*, understood.
- VII. Predicate: *stick*, modified by adverbial phrase *to the last*, chief word noun *last*, modified by pronoun *thy*.
- VIII. Dependent clause, subject: noun *die*, modified by adjective *The*.
- IX. Predicate: *has been cast*, modified by adverb *long*.
1. Keep a tight cover on all the milk.
2. Jack, fill the generators or lamps by daylight.
3. Never look for a gas leak with a lighted match.
4. First shut off the gas at the meter, Mr. Toil.
5. Always remember that you must take no chances with gasoline.
6. Children, don't pile dead leaves against anything that will burn.
7. Bury the leaves, but never burn them.
8. Thaw out frozen pipes with hot water, not with flame.
9. In a crowded room give the alarm quietly and keep the people calm.
10. Ye noble Swiss, unsheath your swords for your fatherland.

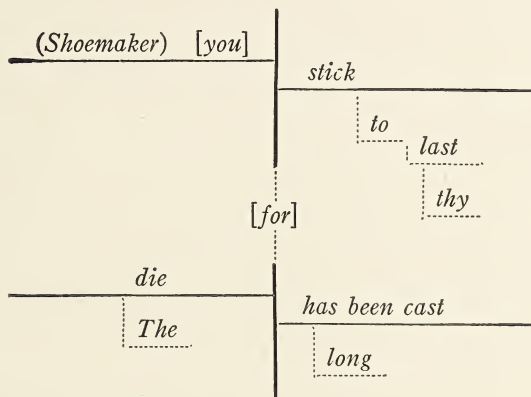
## GRAPHIC ANALYSIS

B. Make a graphic analysis of the sentences in Exercise A.

Example:

Shoemaker, stick to thy last,

The die has long been cast.



(Note that the nominative by direct address is written on the same line with *you*, understood, but before it and in parenthesis.)

## SUPPLEMENTARY

C. Give the mood, tense, and voice of the underscored verbs:

11. God save our glorious Republic.
12. Take no luggage on your trip.
13. I wish I were in a clime of never-ending sunshine.
14. As Brown was honest he paid his debts.
15. Thy money perish with thee, Ananias.
16. He serves his country best who serves his God best.
17. Mr. Smith saves every cent he makes in spare time.
18. If this be treason make the most of it.
19. Walk in and be seated.
20. If Brown were honest he would pay his debts.

21. Beware of scandal.
22. It were better that the man had never been born.
23. Stand back!
24. "What man of you that hath a hundred sheep; and if he lose one of them doth he not leave the ninety-nine in the desert and go after that which was lost until he find it? And when he hath found it, lay it upon his shoulders rejoicing."
25. "Or what woman having ten groats; if she lose one groat, doth not light a candle and sweep the house, and seek diligently until she find it."
26. "Unless the Lord keep the city, he watcheth in vain that keepeth it."
27. "My son, hear the instruction of thy father, and forsake not the law of thy mother."
28. "If the morning suddenly appear, it is to them the shadow of death: and they walk in darkness as if it were light."
29. "What shall it profit my brethren, if a man say he hath faith, but hath not works? Shall faith be able to save him?"
30. "So faith also, if it have not works, is dead in itself."
31. "If thy brother trespass against him, rebuke him: and if he repent, forgive him."
32. "Though he were dead, yet shall he live again."
33. Were he to confess his fault, he would be forgiven.
34. Were he ten times the villain he is, he would still find supporters.
35. True nobility is derived from virtue, not from birth.
36. Do unto others as you would have others do to you.
37. When thou art in power, remember the days of thy servitude.
38. When the fig-tree gets its leaves you know that summer is nigh.
39. After the river bottom had been scraped the water became clear and wholesome.

## (71) Topic 30. WORD STUDY: Pluralization. (96)

## Observe:

| SINGULAR            | PLURAL           | SINGULAR                 | PLURAL                 |
|---------------------|------------------|--------------------------|------------------------|
| a. <i>spoonful</i>  | <i>spoonfuls</i> | i. <i>mouse-trap</i>     | <i>mouse-traps</i>     |
| b. <i>cupful</i>    | <i>cupfuls</i>   | j. <i>man-of-war</i>     | <i>men-of-war</i>      |
| c. <i>mouthful</i>  | <i>mouthfuls</i> | k. <i>brother-in-law</i> | <i>brothers-in-law</i> |
| d. <i>armful</i>    | <i>armfuls</i>   | l. <i>man-servant</i>    | <i>men-servants</i>    |
| e. <i>handful</i>   | <i>handfuls</i>  | m. <i>woman-servant</i>  | <i>women-servants</i>  |
| f. <i>horseman</i>  | <i>horsemen</i>  | n. <i>looker-on</i>      | <i>lookers-on</i>      |
| g. <i>Norman</i>    | <i>Normans</i>   | o. <i>armchair</i>       | <i>armchairs</i>       |
| h. <i>Frenchman</i> | <i>Frenchmen</i> | p. <i>court-martial</i>  | <i>courts-martial</i>  |

**Note** that a *compound* noun ending in *ful* adds *s* to form the plural; that a *temporary compound* noun (one that retains the hyphen) forms the plural by adding an *s* to the more important part, or it may pluralize both parts. The forms must be studied.

**A.** Give the plural and, if possible, quote the rule that covers the case:

(When in doubt consult the dictionary.)

(See page 150 to review pluralization rules already learned.)

- |                |                    |                   |              |
|----------------|--------------------|-------------------|--------------|
| 1. penny       | 10. woman          | 19. kidney        | 28. index    |
| 2. chief       | 11. thief          | 20. salmon        | 29. canary   |
| 3. isthmus     | 12. trout          | 21. vermin        | 30. workman  |
| 4. virtue      | 13. ache           | 22. Norman        | 31. talisman |
| 5. duty        | 14. valley         | 23. ferry         | 32. lavatory |
| 6. half        | 15. alloy          | 24. dormouse      | 33. mackerel |
| 7. hiss        | 16. reply          | 25. bowlful       | 34. flamingo |
| 8. tray        | 17. niche          | 26. journey       | 35. picture  |
| 9. elf         | 18. grotto         | 27. pitcher       | 36. mulatto  |
| 37. paper-mill | 41. meeting-house  | 45. thorn hedge   |              |
| 38. ant-hill   | 42. stepping-stone | 46. time-server   |              |
| 39. plum-tree  | 43. chess-board    | 47. bosom friend  |              |
| 40. air-pump   | 44. toy-house      | 48. forget-me-not |              |

**B.** Change the underscored word into the plural and make the necessary changes:

49. The pequin, as well as the pigeon, flies to great distances.
50. The field-mouse builds its garners underground.
51. The swallow constructs its nest with wonderful skill.
52. This bird builds it of mud and lines it with soft feathers.
53. The grouse as well as the quail is highly prized game.
54. The bat begins its adventures only after dark.
55. The ground-hog is often called the woodchuck.
56. After feeding upon leaves until it is full-grown, the caterpillar retires to a place of hiding and casts off its caterpillar-skin.
57. The monkey sports and gambols for the amusement of visitors.

### SUPPLEMENTARY

**C.** Change the underscored possessive plural into the possessive singular and where necessary make other changes:

58. Couriers brought the glad news of the armies' victories.
59. How will the government honor the heroes' families?
60. The state government regulates its cities' charters.
61. Hornets' nests appear to be made of brown paper.
62. Women's rights are the political talk of the day.
63. Why are insurance companies' books examined by the state?
64. Fishermen's lives are at the mercy of the weather.
65. A very strong glue is made from horses' hoofs.
66. What is the name of the dish prepared from sturgeons' eggs?
67. As kangaroos' skins are waterproof, they are used for shoe-leather.

**D.** Give the plural in both genders:

- |           |              |           |                  |
|-----------|--------------|-----------|------------------|
| 68. aunt  | 73. widow    | 78. duck  | 83. heroine      |
| 69. queen | 74. mistress | 79. goose | 84. daughter     |
| 70. madam | 75. duchess  | 80. mare  | 85. lady         |
| 71. niece | 76. actress  | 81. ewe   | 86. executrix    |
| 72. bride | 77. maid     | 82. roe   | 87. maid servant |



## Topic 31. THE PRONOUN: Compound Personal.

Observe:

- a. Philip hid him behind the curtain.  
 b. Philip hid himself behind the curtain.

**Note** that in each case some one was hidden behind the curtain. In sentence *a* the person hidden is represented by the personal pronoun *him*, the object of the sentence; but the sentence does not state for whom *him* stands. In sentence *b* the person hidden is represented by the pronoun *himself*, and we see that it is *Philip* who is meant. *Himself* is made up of *him* and *self* (*self* meaning *one's own person*) and is a *compound personal pronoun*.

Observe:

- c. Mr. Curry saved himself by swimming.  
 d. Mrs. Curry saved herself by swimming.  
 e. Tellie, the poodle, saved itself by swimming.  
 f. He saved himself. j. I saved myself.  
 g. She saved herself. k. We saved ourselves.  
 h. It saved itself. l. Thou savedst thyself.  
 i. They saved themselves. m. You saved yourself.  
 n. You saved yourselves.

**Note** that the objective case of *he* is *him*, and the compound is *himself*; of *she* is *her*, the compound is *herself*; of *it* is *it*, the compound *itself*; of *they*, it is *them*, the compound *themselves*; of *we*, it is *us*, the compound *ourselves*; of *I* it is *me*, the compound *myself*; of *thou*, it is *thee*, the compound *thyself*; of *you* (singular) it is *you*, the compound *yourself*; of *you* (plural) it is *you*, the compound *yourselves*.

The compound personal pronoun may be used in the objective case.

**Observe:**

- |  |   |
|--|---|
| <i>o. He <u>himself</u> was saved.</i>       | <i>s. I <u>myself</u> was saved.</i>        |
| <i>p. She <u>herself</u> was saved.</i>      | <i>t. We <u>ourselves</u> were saved.</i>   |
| <i>q. It <u>itself</u> was saved.</i>        | <i>u. You <u>yourself</u> were saved.</i>   |
| <i>r. They <u>themselves</u> were saved.</i> | <i>v. You <u>yourselves</u> were saved.</i> |

**Note** that the compound personal pronoun in each of these sentences is used to emphasize the pronoun preceding it. A noun so used is in the same case as the preceding noun or pronoun: therefore each compound personal pronoun here used is in the nominative case.

Compound personal pronouns, like the simple personal pronouns, have person, number, and gender, but only two cases—the nominative and the objective.

## VERBAL ANALYSIS

### A. Analyze verbally:

#### Example:

Our mate sent the wireless message himself.

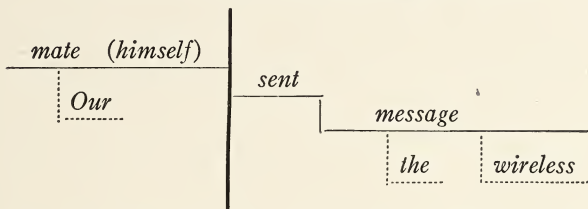
- I. *Our mate sent the wireless message himself.*
  - II. Simple declarative sentence.
  - III. Subject: noun *mate*, followed (by way of emphasis) by pronoun *himself*, and modified by pronoun *our*.
  - IV. Predicate: *sent*.
  - V. Object: noun *messages*, modified by adjectives *the, wireless*.
- 
1. I myself wrote this letter.
  2. I wrote that letter myself.
  3. You, yourself, have seen them.
  4. We saw the president himself.
  5. The president himself was there.
  6. Prepare yourselves against possible mishaps.
  7. Selfish people think only of themselves.
  8. Clara disgraced herself by talking too much.
  9. By her kindness Mary drew all hearts to herself.
  10. By whose orders did the Ninevites cover themselves with sackcloth and ashes?

## GRAPHIC ANALYSIS

B. Make a graphic analysis of each sentence in Exercise A.

**Example:**

Our mate sent the wireless message himself.



(Note that when the compound personal pronoun is used to emphasize or explain another noun or pronoun—in this case the noun *mate*—it is written in parenthesis immediately after it and on the same line.)

The unnecessary use of compound personal pronouns in place of the simple personal pronoun is inelegant, and should be avoided.

*John and myself were at the lumber-camp.*

*These flowers were meant for our parents and ourselves.*

under ordinary circumstances should read:

*John and I were at the lumber-camp.*

*These flowers were meant for our parents and us.*

C. Point out the compound personal pronoun and indicate how it is used—*correctly*, *incorrectly*, or *inelegantly*:

11. Our boys in France covered themselves with glory.
12. Several packages were addressed to Samuel and myself.
13. They built a snug little bungalow for theirself in the woods.
14. If you want anything well done, do it yourself.
15. Ira was not himself when he answered so rudely.
16. Elizabeth said that the remarks were for herself and myself.
17. Don't forget yourself, you are not in your own home now.
18. The lunch in the basket, Jack ate it all up himself.
19. Every girl in the office was older than herself.
20. Put yourself in his place and you will quickly forgive him.

### Topic 32. SYNTAX: Review. (100)

In lower grades you learned the following:

**SYNTAX RULE 1:** A verb must agree with its subject noun or pronoun in person and number.

**SYNTAX RULE 2:** When a verb has two or more nominatives connected by **and** it must agree with them in the plural number.

**SYNTAX RULE 3:** When a verb has two or more singular nominatives connected by **or** or **nor** it must agree with them in the singular number.

**SYNTAX RULE 4:** A noun or pronoun that is the subject of a verb must be in the nominative case.

**SYNTAX RULE 5:** A pronoun must agree with the noun for which it stands in person and number.

**SYNTAX RULE 6:** When a pronoun stands for two or more singular nouns connected by **and** it must agree with them in the plural number.

**SYNTAX RULE 7:** When a pronoun stands for two or more singular nouns connected by **or** or **nor** it must agree with them in the singular number.

**SYNTAX RULE 8:** Prepositions **govern** the objective case.

**A.** Quote the rule of syntax violated:

#### INCORRECT

#### CORRECT

- |  |  |
|--|--|
| 1. Mules costs more than horses.               | Mules cost more than horses.                 |
| 2. Chase and Clay was chief justices.          | Chase and Clay were chief justices.          |
| 3. Neither Chase nor Clay were president.      | Neither Chase nor Clay was president.        |
| 4. Him and me are brothers.                    | He and I are brothers.                       |
| 5. The pupils who has recited need not remain. | The pupils who have recited need not remain. |

- |   |   |
|---|---|
| 6. The value of the mulberry-tree and of the tobacco-plant is in its leaves.  | The value of the mulberry-tree and of the tobacco-plant is in their leaves. |
| 7. The value of the mulberry-tree or of the tobacco-plant is in their leaves. | The value of the mulberry-tree or of the tobacco-plant is in its leaves.    |
| 8. Who did you write to?  | To whom did you write?  |
| 9. Who are you blaming, he or I?  | Whom are you blaming, him or me?  |
| 10. Was your father's letters destroyed in the fire?                          | Were your father's letters destroyed in the fire?                           |
| 11. How does mosses and lichens fix its roots in the rocks?                   | How do mosses and lichens fix their roots in the rocks?                     |
| 12. Are Lester or his mother expected this evening?                           | Is Lester or his mother expected this evening?                              |
| 13. Is Lester and his mother expected this evening?                           | Are Lester and his mother expected this evening?                            |
| 14. Has your uncle and your aunt recovered from the poisoning?                | Have your uncle and your aunt recovered from the poisoning?                 |
| 15. Shouldn't a laborer always get their full wages?                          | Shouldn't a laborer always get his full wages?                              |
| 16. Why does the maple and the poplar shed its old buds in spring?            | Why do the maple and the poplar shed their old buds in spring?              |

**Observe:**

- a. *Mr. Holland, the inventor of the submarine boat, lived in Newark.*
- b. *Molly Pitcher, she of Monmouth fame, was one of our many patriotic women.*
- c. *I am the Lord thy God.*
- d. *We stopped at Kelly's, the printer.*
- e. *Dr. Kane never found Sir John Franklin, the explorer.*



**Note** that the noun *inventor*, sentence *a*, is placed near *Mr. Holland* to explain or identify him. It is in the same case, the nominative.

**Note** that *she*, sentence *b*, in the same way explains or identifies *Molly Pitcher*; it is in the same case as *Molly Pitcher*, the nominative.

**Note** that *God*, sentence *c*, explains or identifies *Lord*, and as *Lord*, the predicate nominative, is in the nominative case, *God* must be in the nominative case.

**Note** that *printer*, sentence *d*, explains or identifies *Kelly's*, and since *Kelly's* is in the possessive case, *printer* must be in the possessive case (*printer* being so near *Kelly's* does not need the apostrophe).

**Note** that *explorer*, sentence *e*, explains or identifies *Sir John Franklin*, and since this noun is in the objective case, *explorer* is also in the objective case.

A noun or pronoun placed with another noun or pronoun to explain or identify it is said to be in apposition with it.

**SYNTAX RULE 9:** A noun or pronoun used to explain a preceding noun or pronoun is put by apposition in the same case.

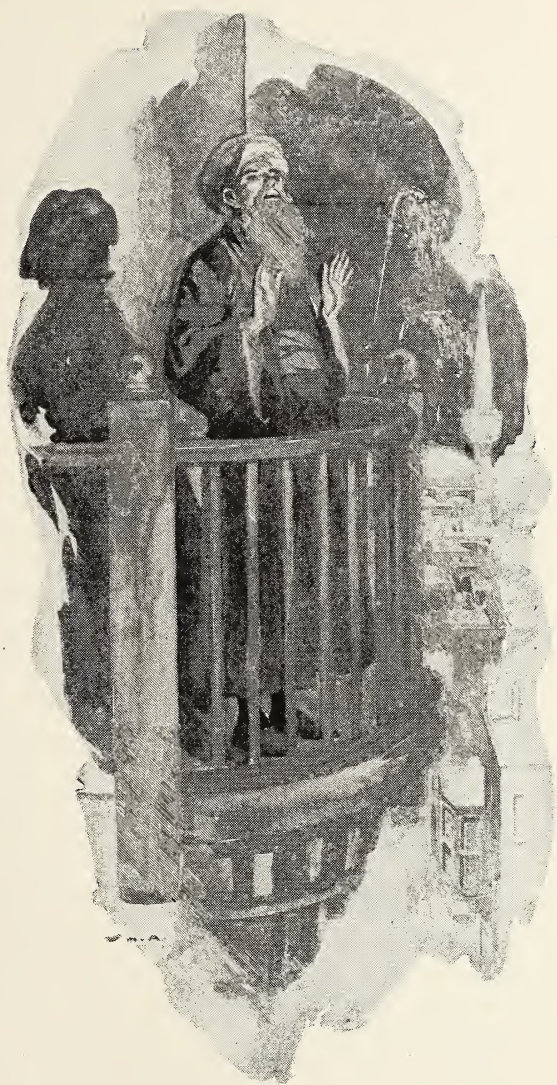
**B.** Name the words used in apposition and give the syntax of each:

(See picture on opposite page.)

#### ISLAM

Mohammedanism began in Medina, a small town in Arabia, in 622, and when in the sixteenth century its violent course was stopped, it had conquered the nations as far as Spain in the West, and India in the East. Its founder Mohammed, an obscure but gifted man, was noted, at least in youth, for rare piety. Shocked at the vices of his countrymen he preached daily in the open markets; and so striking was his persuasiveness that his hearers became contrite and followed





him by the thousands. Mohammed formulated a new religion which he set forth in his book, the Koran.

Elated with sudden power Mohammed and his followers established a government at Medina and thus founded a dynasty whose ambitions were the conquest of the world and the universal spread of their religion, Islam.

The doctrines of Islam are in the main the doctrines taught in the Bible; the practices of Islam fall under five heads: the creed, prayer, fasting, almsgiving, and the pilgrimage to Mecca.

The recitation of the creed is indispensable to salvation. Prayer must be said five times a day: before sunrise, at midday, at four in the afternoon, at sunset, and shortly before midnight; the prayers must be said facing Mecca, and to be effective must be preceded by washing. Friday is the day of rest and public worship, and men must attend services at the Mosque. Rigid fast is prescribed in Ramadan (the ninth month—the Mohammedan era beginning on July 16, 662). Almsgiving is limited to Mussulmans. A pilgrimage to Mecca once in a life time is the supreme duty of every Mussulman.

#### Observe:

- |                           |                               |                          |
|---------------------------|-------------------------------|--------------------------|
| <i>f. It is I.</i>        | <i>j. Who am I?</i>           | <i>n. What am I?</i>     |
| <i>g. It is she.</i>      | <i>k. Who is she?</i>         | <i>o. What is she?</i>   |
| <i>h. It is we.</i>       | <i>l. Who are we?</i>         | <i>p. What are we?</i>   |
| <i>i. It is they.</i>     | <i>m. Who are they?</i>       | <i>q. What are they?</i> |
| <i>r. He is a doctor.</i> | <i>t. We are students.</i>    |                          |
| <i>s. She is a nurse.</i> | <i>u. They are merchants.</i> |                          |

**Note** that the verb is in every instance a being verb; that the predicate nominative in sentences *f* to *q* is a pronoun, and that the pronoun is in the nominative case. **Note** that in sentences *r* to *u* the predicate nominative is a noun. It has the same place and use as each of the foregoing pronouns; it must therefore be considered in the nominative case.

**SYNTAX RULE 10:** The predicate nominative is in the nominative case.

## Observe:

- v. Each is bound by the laws of the land in which he lives.  
 w. All are bound by the laws of the land in which they live.  
 x. Either of the boys is apt to pass his test.  
 y. Both of the boys are apt to pass their test.

**Note** that *Each*, *All*, *Either*, and *Both* are pronominal adjectives. **Note** that *Each*, sentence v, and *Either*, sentence x, have a singular significance and require a singular construction in the sentence; that *All*, sentence w, and *Both*, sentence y, have a plural significance and require a plural construction in the sentence.

**SYNTAX RULE 11:** The pronominal adjectives ***each, every, one, any, either, and neither*** have a singular significance and require a singular construction; the pronominal adjectives ***all, both, some, many, few, and several*** have a plural significance and require a plural construction.

## C. Quote the rule of syntax violated:

| INCORRECT   | CORRECT  |
|---|--|
| 17. I am sure it's him.                             | I am sure it is he.                            |
| 18. It's us three only.                             | It's we three only.                            |
| 19. I mean the tall man, he in the dark suit.       | I mean the tall man, him in the dark suit.     |
| 20. Every pupil will take their books home.         | Every pupil will take his books home.          |
| 21. Neither took any care of themselves.            | Neither took any care of himself.              |
| 22. Both was drowned in the Welland Canal.          | Both were drowned in the Welland Canal.        |
| 23. Neither of them have been accounted for.        | Neither of them has been accounted for.        |
| 24. Some has no respect for others.                 | Some have no respect for others.               |
| 25. There is the fellow, him that's hurrying along. | There is the fellow, he that's hurrying along. |
| 26. I am sure it was them.                          | I am sure it was they.                         |

- |   |  |
|---|--|
| 27. Each of them received their pay in an envelope.       | Each of them received his pay in an envelope.          |
| 28. You are responsible for that error, not me.           | You are responsible for that error, not I.             |
| 29. Those kind of apples will spoil very fast.            | That kind of apples will spoil very fast.              |
| 30. The Dutch was at one time the bankers for all Europe. | The Dutch were at one time the bankers for all Europe. |

### VERBAL ANALYSIS

**D.** Analyze verbally the sentences in the columns headed *Correct* in Exercises A and C.

**Example:**

That expression was traced to Wordsworth, him who wrote "The Daffodils."

- I. *That expression was traced to Wordsworth, him who wrote "The Daffodils."*
- II. Complex declarative sentence.
- III. Chief clause: *That expression was traced to Wordsworth.*
- IV. Subordinate clause: *him who wrote "The Daffodils."*
- V. Connective: pronoun *who*.
- VI. Chief clause, subject: noun *expression*, modified by adjective *That*.
- VII. Predicate: *was traced*, modified by the phrase *to Wordsworth*; in apposition with *Wordsworth* is pronoun *him*, modified by the subordinate clause *who wrote "The Daffodils."*
- VIII. Subordinate clause, subject: *who*.
- IX. Predicate: *wrote*.
- X. Object: *"The Daffodils."*

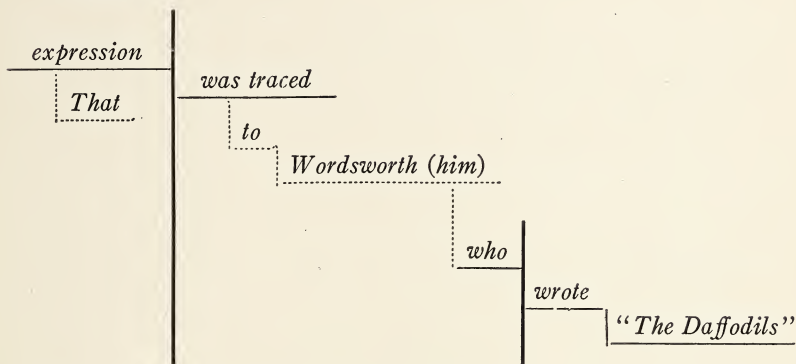
### GRAPHIC ANALYSIS

**E.** Make a graphic analysis of the sentences in the columns headed *Correct* in Exercises A and C.



**Example:**

That expression was traced to Wordsworth, him who wrote "The Daffodils."



(Note that the appositive, *him*, is placed on the same line with the word with which it is in apposition, but in parenthesis.)

**SUPPLEMENTARY****F. Quote the rule of syntax violated:****INCORRECT**

31. Bad people often makes a pretense of virtue.
32. I think it is them.
33. Every person, whatever be their station, are bound by the common law.
34. The fragrant woodbine and sweet-scented myrtle renders the air truly delicious.
35. That was a familiar saying of Franklin, he who wrote "Poor Richard."
36. You and him may suit yourself about that.

**CORRECT**

- Bad people often make a pretense of virtue.
- I think it is they.
- Every person, whatever be his station, is bound by the common law.
- The fragrant woodbine and sweet-scented myrtle render the air truly delicious.
- That was a familiar saying of Franklin, him who wrote "Poor Richard."
- You and he may suit yourself about that.

(83) **Topic 33. WORD STUDY: Capitalization.** (127)

A. Quote the rules of capitalization that govern:

(See page 151 to review rules of capitalization already learned.)

1. In his famous speech of June 3, 1834, Webster said: "The God of nations grants liberty only to those who love it, and are always ready to defend it."
2. "Harp of the North! that mouldering long, hast hung  
By the witch-elm that shades St. Fillan's spring."
3. "Our Father who art in Heaven, Hallowed be Thy name."
4. "Knowledge is power," says Lord Bacon; "but as for wealth," adds the same philosopher, "it is useful as baggage, but very cumbersome."
5. In 1840, when she became editor of *The Dial*, Margaret Fuller was regarded as the most intellectual woman of America.
6. Karakul, Persian lamb, and Astrakhan furs come from regions about Bokhara, in Turkestan.
7. The Magna Charta is the famous parchment containing the Great Charter. One of the original copies signed by King John may still be seen in the British Museum. It is the most precious document owned by the English nation, for it secures for the whole people the right that their ruler shall treat them justly. From that day no king or queen has remained on the throne of England who has not kept the promises that King John was obliged to make at Runnymede that June day of 1215.
8. His eye was on the Inchcape float;  
Quoth he, "My men, put out the boat,  
And row me to the Inchcape Rock,  
And I'll pledge the Abbot of Aberbrothock."  
The boat is lowered, the boatmen row,  
And to the Inchcape Rock they go;  
Sir Ralph bent over from the boat,  
And he cut the bell from the Inchcape float.



**Topic 34. PUNCTUATION: The Semicolon.****A. Quote the rules governing the punctuation:**

(See page 152 for review of punctuation rules already learned.)

1. There lives and moves a soul in all things, and that soul is God.  
—*Cowper*.
2. Justice, Sir, is the great interest of man on earth.—*Webster*.
3. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon*.
4. One flag, one land, one heart, one hand, one nation evermore!  
—*Holmes*.
5. 'Tis the sunset of life gives me mystical lore,  
And coming events cast their shadows before.—*Campbell*.
6. Oh! Wad some power the giftie gie us  
To see ourselves as others see us.—*Burns*.
7. Columbia, Columbia, to glory arise,  
The queen of the world and child of the skies!  
—*Jonathan Edwards*.

**Observe:**

- a. The terms *hook, point, mull, naze* are also used to designate capes; as, *Sandy Hook, Point Barrow, Mull of Kentyre, the Naze*.
- b. We classify things as belonging to one of three kingdoms; namely, *the animal, the vegetable, or the mineral*.

**Note** that *as*, sentence *a*, is preceded by a *semicolon*, and that it introduces examples or instances.

**Note** that *namely*, sentence *b*, is preceded by a *semicolon*, and that it introduces examples or instances.

**PUNCTUATION RULE 13:** A *semicolon* is used before the words ***as, namely, viz., e.g., for instance***, and the like, when they introduce an example.

**Observe:**

*c. A cow is a very good animal in the field; but we turn her out of the garden.*—Samuel Johnson.

*d. Crafty men condemn studies; simple men admire them; and wise men use them.*—Bacon.

**Note** that in sentence *c* there are two independent thoughts and that these thoughts are distinct from each other; **Note** that they are separated by a semicolon.

**Note** that in sentence *d* there are three independent thoughts and that these thoughts are distinct from each other; **Note** that they are separated by a semicolon.

**PUNCTUATION RULE 14:** A semicolon is used to separate the clauses of a sentence that are independent of each other.

**B. Punctuate and cite the rule:**

8. United we stand divided we fall
9. Thefts never enrich alms never impoverish murder will speak out of stone walls
10. There are several kinds of winter apples deserving special mention  
viz Spitzenbergs Greenings and Northern Spies
11. By frequent trying Troy was won  
All things by trying may be done
12. And what is so rare as a day in June  
Then if ever come perfect days
13. It is well to think well it is divine to act well
14. We live in deeds not years in thought not breaths  
In feelings not in figures on a dial
15. The thought was conceded to be a good one they hired a furnace  
and turned goldsmiths
16. Cambridge has given us three noted writers namely Holmes Lowell  
Longfellow
17. Deciduous trees are those that annually lose their foliage as the  
ash the lime the oak the maple
18. The evil that men do lives after them the good is oft interred with  
their bones

## SUPPLEMENTARY

C. Insert punctuation-marks according to the rules you have learned:

(This letter was written by Thomas Jefferson to one of his daughters. The punctuation-marks have purposely been omitted here.)

Toulon April 7 1787

My dear Patsy

I received yesterday at Marseilles your letter of March 25th and I received it with pleasure because it announced to me that you were well Experience teaches us to be always anxious about the health of those whom we love

I received other letters also which inform me that our dear Polly will certainly come to us this summer When she arrives she will become a precious charge on your hands The difference in your ages and your common loss of a mother will put that office on you Teach her above all things to be good because without that we can neither be valued by others nor set any value on ourselves Teach her to be always true no vice is so mean and at the same time so useless as the want of truth Teach her never to be angry anger only serves to torment ourselves to divert others and to alienate their esteem Teach her industry and application to useful pursuits I will venture to assure you if you inculcate this in her mind you will make her a happy being in herself a most estimable friend to you and precious to all the world In teaching her these dispositions of mind you will be more fixed in them yourself and render yourself dear to all your acquaintances Practice them then my dear without ceasing

If ever you find yourself in difficulty and doubt how to extricate yourself do what is right and you will find it the easiest way of getting out of the difficulty Do it for the additional incitement of increasing the happiness of him who loves you infinitely and who is my dear Patsy

Yours affectionately

Thomas Jefferson

## (88) Topic 35. SYNTAX: Superfluous Words. (109)

Observe:

*I saw the shark with my own eyes.*

**Note** that it is not possible for me to see the *shark* with anybody else's eyes; hence, the statement is complete without the phrase *with my own eyes*. If the phrase was added to emphasize the fact that it was really I who saw the shark, the use of *myself* would be better form, and the sentence would read: *I myself saw the shark*.

**A.** Reread without the superfluous words:

1. A strait connects the Atlantic and the Pacific together.
2. Staten Island is completely surrounded on all sides by water.
3. For a new beginner you are unusually lucky.
4. We should avoid and keep away from every occasion of sin.
5. My sister she attend the convent school at Catonsville.
6. Mornings we generally always went to the huckleberry patches.
7. The machinist began first to take the pump apart, and then afterward to replace the corroded screws.
8. You hadn't ought to use words you don't understand.
9. You could not have spent your time in a more worthier cause.
10. Yes, Courtney, I shall be with you in a half an hour.
11. Our little summer cottage was burned down by a fire last evening.
12. I am going to go to the Hippodrome Saturday night.
13. Either sit up straight or stand on your feet, but don't be slouchy.
14. After the storm had ceased we returned back to the water to continue our swim.
15. We ascended up the tower by a narrow stairway.
16. As the stars were invisible, and could not be seen, we descended down immediately.
17. The following night the sky was clear and we returned back to the tower again.
18. Upon hearing the verdict the prisoner dropped down to the floor.
19. If given a shock a dead body will rise up to the top of the water.
20. Myrtle and Jane and all my other brothers went fishing with me.

## Topic 36. PART OF SPEECH.

## Observe:

- a. What is the name of that brilliant star?*
- b. I have a right to claim what is mine.*
- c. What! Could you not watch one hour with me?*
- d. You may charge what prices you think just.*
- e. But what awful storms we did have!*

**Note** that *what*, sentence *a*, is an interrogative pronoun; that *what*, sentence *b*, is a relative pronoun; that *what*, sentence *c*, is an interjection; that *what*, sentence *d*, is an adjective; that *what*, sentence *e*, is an adverb. Hence the same word may be used variously.

Part of speech is determined entirely by the use or function of the word in a sentence.

## A. Parse the underscored word and give its syntax:

1. A bullet struck me below the knee.
2. The crew's quarters are below.
3. Don't while away your time with trifles.
4. Half of us worked while the other half slept.
5. There was water but it was not fit to drink.
6. To pay one's debts is but common justice.
7. I have exchanged my boat for an automobile.
8. "Give thanks unto the Lord; for He is good."
9. What could be more monstrous than murder?
10. The miser would have more, for he never had enough.
11. All gifts and graces come from above.
12. If you have business with the manager, step above.
13. We are still here.
14. All is still in the camp.
15. The Saviour once did still the winds and the waves.
16. "Still stands the schoolhouse by the road a ragged beggar sunning."



17. "I love everybody and I like pie," said Roy.
18. Like causes produce like effects.
19. The starving beggar talked like a fever patient.
20. Like cures like.
21. There was much ado about nothing.
22. Can you spell "about"?
23. As we had time left we walked about.
24. Light travels about 186,000 miles a second.
25. "I have been in a sorry plight since I saw you last."
26. We have not had such a storm since the blizzard.
27. There has been an epidemic of paralysis not long since.
28. Since you insist, I shall try to recite.
29. My creditor's word is as good as his bond.
30. As the tree inclines so will it fall.
31. As an orator Webster had few equals.

B. Analyze verbally the sentences in Exercise A.

C. Analyze graphically the sentences in Exercise A.

### SUPPLEMENTARY

D. Use the underscored word as some other part of speech:

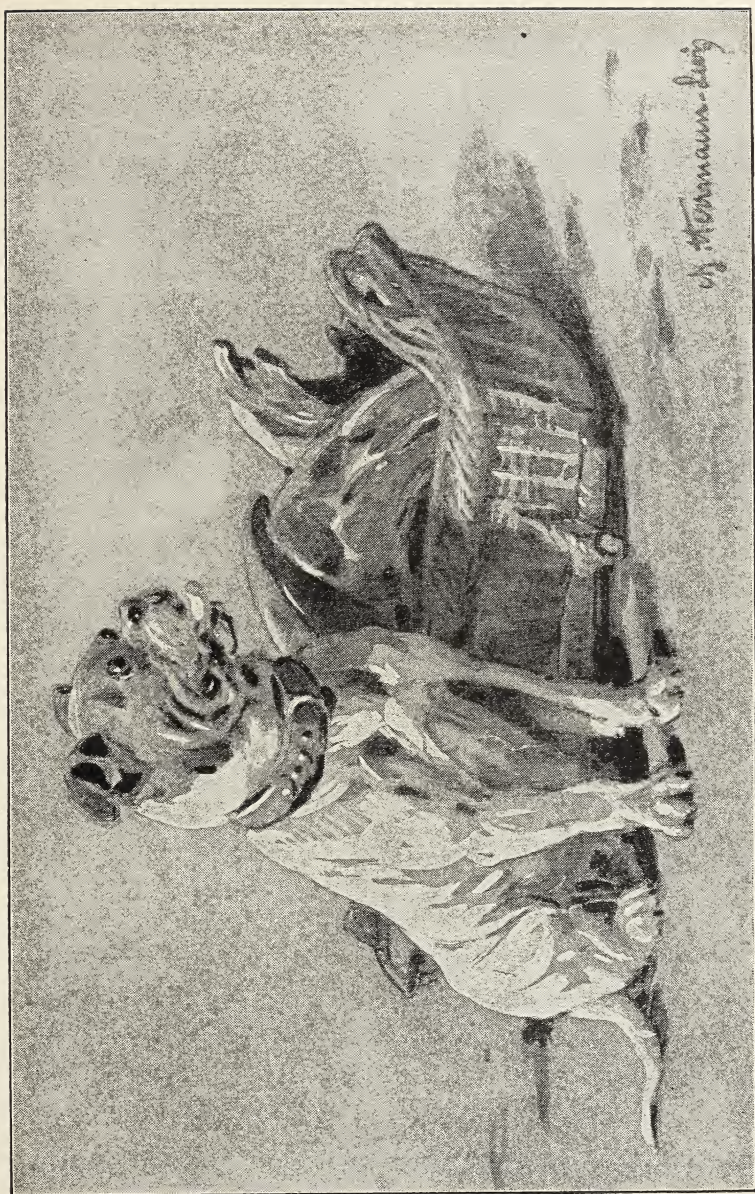
(See picture on opposite page.)

#### WATCHFUL—FAITHFUL—LOVING—BRAVE

There are more than two hundred varieties of the domestic dog, and each has endeared itself to man in a thousand different ways. So remarkable are the habits of this most companionable of creatures that in pagan times whole nations idolized it and honored it with a place in the skies, regarding its traits as virtues fit to be emulated. Siri-us, the brightest star in the heavens, to this day is called the dog star.

It is hardly fair to single out any special breed of dog and call it the best as there is always some feature in another breed to offset the advantage. Thus, human life in the rigorous North is unthinkable without the Eskimo dog; sheep farming in Scotland would be impracticable without the collie; community life and trade would stop in parts of Canada without the gentle-tempered Newfoundland dog.





Moreover even where the dog is not a business need it somehow fits into man's comforts. A good terrier will rid a small town of its rats in a few weeks. The bloodhound was used by the Romans in their at-tacks upon the Gauls; in the frequent wars between England and Scotland it was used to track the fugitive warrior: and it is in the police service to-day for a similar purpose.

The bull-dog is the most ferocious and obstinate of the dog tribes. Its broad thick head, the projection of the lower jaw beyond the upper, the scowling expression of the eyes combine to make the face of this canine truly terrible. The bull-dog is essentially a fighting dog, and was formerly bred for dog fighting and for the brutal sport of bull-fighting in which it notoriously excelled. It gives no warning, and when once it has fixed its teeth into the object of attack, no amount of torture will cause it to relax its hold. It can pin down an American bison in a moment; and there is an instance on record of its returning to the attack on a bull after each of its four legs had been cut off. But the bull-dog, having thoroughly proved its bravery, is now especially prized by the storekeeper because of its faculty for "watchful waiting."

(79) Topic 37. THE VERB: *Shall* and *Will*. (107)

Observe:

- a. I shall breathe as long as I live.
- b. Thou wilt breathe as long as thou livest.
- c. He will breathe as long as he lives.
- d. We shall breathe as long as we live.
- e. You will breathe as long as you live.
- f. They will breathe as long as they live.

**Note** that the verb in the chief clause is in every sentence in the future tense; that it expresses an independent future, that is, a future over which we have no control: we have breath as long as we have life.

**Note** that in the first person (*a* and *d*) the auxiliary is *shall*, and in second person singular (*b*) it is *wilt*, and in all others it is *will*.

**Observe:**

- g. I will not bear false witness.
- h. Thou shalt not bear false witness.
- i. He shall not bear false witness.
- j. We will not bear false witness.
- k. You shall not bear false witness.
- l. They shall not bear false witness.

**Note** that in every sentence the verb is in the future tense; but does not express an independent future. The future it expresses depends upon the will. In g and j the subject exercises his will on himself; this is *determination*; in the other sentences the subject is ordered to use his will; this is a *command*.

**Note** that in the first person (g and j) the auxiliary is *will*; in the second person singular (h) it is *shalt*; in all the others it is *shall*.

To express mere *futurity* or *expectation* use *shall* in the first person, *wilt* or *will* in the second and third.

To express *determination* or *resolution* use *will* in first person; *shalt* or *shall* in the second and third.

To express a *command*, a *threat*, or a *promise*, use *shalt* or *shall* in the second and third persons.

In interrogation, *will* must be used in the *first person*; *shall* or *will* should be chosen in the second and third person according as *shall* or *will* is expected in the answer.

**A.** Replace the dash by *shall* or *will* as the sense requires:

1. I \_\_\_\_\_ be drowned and nobody \_\_\_\_\_ help me.
2. We \_\_\_\_\_ meet you at the pier, Clara \_\_\_\_\_ be there also.
3. No doubt you \_\_\_\_\_ hear from me in a week.
4. "He \_\_\_\_\_ patrol his beat until relieved," said the captain.
5. The book \_\_\_\_\_ be returned this evening, I assure you.
6. Unless this drought stops the crops \_\_\_\_\_ be burned up.



7. They \_\_\_\_\_ be happy to see him if he writes beforehand.
8. Alas, alas! We \_\_\_\_\_ never meet again here below.
9. Said Lucifer to the Lord of Hosts: "I \_\_\_\_\_ not serve."
10. What \_\_\_\_\_ posterity say when they read of the twentieth century?
11. I am sure you \_\_\_\_\_ find a tour through the West instructive.
12. So long as you are in my service you \_\_\_\_\_ do as I direct.
13. For your kindness to my aged parents I \_\_\_\_\_ be at your service the rest of my life, and my children \_\_\_\_\_ be your pages.
14. Thou \_\_\_\_\_ adore and love only one God, and Him alone \_\_\_\_\_ thou serve.
15. As true Americans we \_\_\_\_\_ see that justice is done, even to the vanquished.
16. \_\_\_\_\_ the boat dock at the Battery? It shall.
17. \_\_\_\_\_ you call for me on your way down? I will.
18. \_\_\_\_\_ you take in the Thousand Islands on your trip? I shall.

### SUPPLEMENTARY

B. Replace the dash by *shall* or *will* as correct usage requires:

19. I \_\_\_\_\_ be a man some day and no politician \_\_\_\_\_ ever influence my vote.
20. \_\_\_\_\_ Mr. Jackson oblige me with a copy of *Town Topics*?
21. When \_\_\_\_\_ we meet again, and when \_\_\_\_\_ the matter of a new constitution be discussed?
22. Ask and it \_\_\_\_\_ be given to you; seek and you \_\_\_\_\_ find; knock and it \_\_\_\_\_ be opened to you.
23. "\_\_\_\_\_ you come into my parlor?" said the spider to the fly.
24. If prices continue to rise we \_\_\_\_\_ have to become economical.
25. Who among us \_\_\_\_\_ live to see the end of the world?
26. \_\_\_\_\_ we be delayed by the equinoctial storms?
27. Give me understanding, and I \_\_\_\_\_ search Thy law; and I \_\_\_\_\_ keep it with my whole heart.
28. \_\_\_\_\_ our customs clash with those of your countrymen?
29. \_\_\_\_\_ I ring the bell or \_\_\_\_\_ Donald ring it?
30. My sisters \_\_\_\_\_ see the show, but I \_\_\_\_\_ barely have the time.

(104) Topic 38. THE VERB: *Should* and *Would*. (122)

*Shall* and *will* are the auxiliaries of the future tense. They are used, however, only in the indicative mood. In the subjunctive, their place is taken by *should* and *would*. The distinctions that obtain in the use of *shall* and *will* apply also to *should* and *would*.

A. Replace the dash by *should* or *would* as the sense requires:

1. If I jumped from this elevation I \_\_\_\_\_ be dashed to pieces.
2. If you jumped from this elevation you \_\_\_\_\_ be dashed to pieces.
3. If he jumped from this elevation he \_\_\_\_\_ be dashed to pieces.
4. If we jumped from this elevation we \_\_\_\_\_ be dashed to pieces.
5. Were I to swear to this I \_\_\_\_\_ be guilty of perjury.
6. If people ate less there \_\_\_\_\_ be fewer cases of indigestion.
7. We \_\_\_\_\_ be happy to advise them if they \_\_\_\_\_ only listen.
8. If the earth \_\_\_\_\_ stop rotating what \_\_\_\_\_ happen?
9. There Rex \_\_\_\_\_ lie for hours eying the passers-by.
10. It looks as if we \_\_\_\_\_ have a snowfall before night.
11. That the legislature \_\_\_\_\_ enact an unpopular law \_\_\_\_\_ mean that there is rottenness somewhere.
12. We \_\_\_\_\_ miss you quite as much as you \_\_\_\_\_ miss us.
13. It was proposed that every speaker \_\_\_\_\_ be limited to five minutes.
14. The Greenes \_\_\_\_\_ be good neighbors if they were less talkative.
15. The atmosphere became so rare that we feared we \_\_\_\_\_ freeze to death.
16. I \_\_\_\_\_ not need your money, and if I did, I \_\_\_\_\_ not ask for it.
17. \_\_\_\_\_ you have sold it for that price? I \_\_\_\_\_ not.
18. He feared he \_\_\_\_\_ have lost his position, if I \_\_\_\_\_ not have interceded for him.
19. We \_\_\_\_\_ be glad to go, and no doubt you \_\_\_\_\_ like to see us take that trip.
20. When I \_\_\_\_\_ punish the offender you \_\_\_\_\_ not interfere.

## SUPPLEMENTARY

B. Replace the dash by *should* or *would*:

21. \_\_\_\_\_ it be the same to you if we \_\_\_\_\_ leave on the early train?
22. If he \_\_\_\_\_ call, tell him I \_\_\_\_\_ wait no longer.
23. If we could visit the stars we \_\_\_\_\_ no doubt see curious sights.
24. \_\_\_\_\_ it not be courteous to our visitors if we \_\_\_\_\_ provide all the refreshments?
25. What \_\_\_\_\_ my people say if I \_\_\_\_\_ associate with men of public shame?
26. Even if I were to fail I \_\_\_\_\_ still persevere.
27. If we exposed the roots of the trees they \_\_\_\_\_ die.
28. If Heaven \_\_\_\_\_ deal justly with us, we \_\_\_\_\_ all be found wanting.
29. We \_\_\_\_\_ not need your support, and if we did, we \_\_\_\_\_ not ask it.
30. A scarcity in farm products \_\_\_\_\_ not disturb the price of fish.
31. \_\_\_\_\_ you have supposed that this town \_\_\_\_\_ grow so fast?
32. We \_\_\_\_\_ have been much disappointed if he had failed.
33. All his friends \_\_\_\_\_ have been chagrined.
34. Perceiving that I \_\_\_\_\_ soon be overtaken by darkness, I \_\_\_\_\_ not consent to continue without a guide.
35. Since the bandits \_\_\_\_\_ not cease their depredations, it was proper that we \_\_\_\_\_ reckon with them.
36. Unless the unexpected happens we \_\_\_\_\_ make port before sundown; the speed of the boat \_\_\_\_\_ indicate that.
37. \_\_\_\_\_ you be surprised if I \_\_\_\_\_ win at the primaries?
38. \_\_\_\_\_ we meet with reverses, you \_\_\_\_\_ surely not refuse your help?
39. I fully understood that I \_\_\_\_\_ be foreman if I consent to go on the night shift.
40. If you \_\_\_\_\_ trespass here, you \_\_\_\_\_ undoubtedly answer for it before the justice of peace.
41. \_\_\_\_\_ a fire break out in this tenement, the city \_\_\_\_\_, in part, be responsible.



## (100) Topic 39. SYNTAX: Adjective and Adverb. (122)

Observe:

a. *We found the way easy.*

b. *We found the way easily.*

**Note** that *easy*, sentence *a*, is an adjective modifying *way*; the meaning is that the way was easy, not hard.

**Note** that *easily*, sentence *b*, is an adverb modifying *found*; the meaning is that the way *was found* with *ease*, and not with difficulty; it is not *easily way* but *easily found*.

Observe:

c. *The glue is boiling soft.*

d. *The glue is boiling softly.*

**Note** that *soft*, sentence *c*, is an adjective modifying *glue*, and that the sentence means that the glue while boiling is becoming *soft*.

**Note** that *softly*, sentence *d*, is an adverb modifying *is boiling*. It is a question of *how* the boiling is going on; that the boiling is going on *softly*, not *noisily*.

Observe:

e. *Mr. Brown feels bad.*

f. *Mr. Brown feels badly.*

**Note** that *bad*, sentence *e*, is an adjective modifying *Mr. Brown*; the meaning is that Mr. Brown is ill, physically or mentally; it is sick Mr. Brown. In this sense we say *bad*. We would no more say *badly* than *illy*.

**Note** that *badly*, sentence *f*, is an adverb modifying *feels*; the meaning is that Mr. Brown's sense of touch is defective, though his health may be good.

Observe:

g. *Clematis and bergamot smell sweet.*

h. *Our little canary sings most sweetly.*

**Note** that *sweet*, sentence *g*, is an adjective modifying *Clematis* and *bergamot*. It is the sweet clematis, the sweet bergamot. To say that they smell sweetly would mean that these flowers do something, that they act; but this is not the sense of the sentence.

**Note** that *sweetly*, sentence *h*, tells how the *canary sings*; it is an adverb modifying the verb *sings*.

**A.** Select the appropriate word in the parenthesis:

1. By proper physical exercise children grow (*strong* or *strongly*).
2. The loss of his mother made him feel (*bad* or *badly*).
3. Wounded (*bad* or *badly*), the policeman gave up the chase.
4. Tobi presented the facts (*calm* or *calmly*), weighing every word.
5. The Commoners hushed as Disraeli rose (*calmly* or *calm*).
6. Both sides of the lane were lined with daffodils bobbing (*serenely* or *serene*) at the lovers.
7. We arrived (*safe* or *safely*) though not in the best of spirits.
8. We rounded the Horn (*safe* or *safely*) in spite of the wild seas.
9. An Indian pilot steered us through the shoals (*safe* or *safely*).
10. In kicking that helpless reptile you have acted (*mean* or *meanly*).
11. Custer dashed amid the bullets, fighting (*brave* or *bravely*).
12. Self-willed children grow up (*bold* or *boldly*) and (*defiant* or *defiantly*).
13. The strikers strutted about (*boldly* or *bold*) and taunted the sheriff (*defiant* or *defiantly*).
14. Since his fall down the elevator-shaft, Curley has acted (*strange* or *strangely*).
15. It may sound (*strange* or *strangely*) to say that hard knocks make men of us.
16. Hale stood erect with elbows lashed, (*brave* or *bravely*) to the last.

B. Tell whether the underscored word is correct or not; if incorrect, make the correction:

17. After many adventures the party reached home safely and happily.
18. When you get to the turnpike, Edmund, drive slowly.
19. You are requested to sit quiet while the funeral is passing out.
20. How beautifully the mountains look in the mellow moonlight.
21. Had you done your work more carefully nothing would be said.
22. I am quite sure that that work was done honest.
23. The lightning flashed terrible when the storm was overhead.
24. Though a servant, Maggie always answered me polite.
25. We were situated quite comfortable in our home-made tents.
26. The doctor was alarmed, and cautioned him to remain quietly.
27. After a second relapse Morgan passed away calm and unexpectedly.
28. The thicket smelled so sweetly that the tramp became suspicious.
29. The man behaved so suspicious that he was held for examination.
30. Do not act so disagreeable just because you cannot have your way.
31. Jack, you are not a stupid boy, so don't act stupid.

C. Analyze orally:

**Example:**

How sweet the mother's voice sounds, and how sweetly the baby cooes!

- I. *How sweet the mother's voice sounds, and how sweetly the baby cooes!*
- II. Compound declarative sentence.
- III. First clause: *How sweet the mother's voice sounds.*
- IV. Second clause: *how sweetly the baby cooes.*
- V. Connective: conjunction *and*.
- VI. First clause, subject: noun *voice*, modified by adjective *the*, noun *mother's*.

VII. Predicate: *sounds*.

VIII. Predicate adjective: *sweet*, modified by adverb *How*.

IX. Second clause, subject: noun *baby*, modified by adjective *the*.

X. Predicate: verb *cooes*, modified by adverb *sweetly*; *sweetly* modified by adverb *how*.

32. From all reports the boat and the passengers are still safe.

33. They would have travelled more safely on an ocean liner.

34. Bonavita's lion came upon the stage and looked wildly at us.

35. I had never before seen anything that looked so wild.

36. The weather was cold, nevertheless we continued our journey.

37. How was it that my friend was so coldly received?

38. Peter felt sick and could not join in the outing.

39. Doctor Temple felt my pulse and examined my eyes.

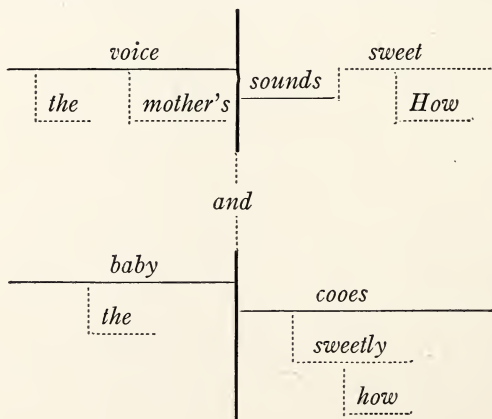
40. Where there is deathly stillness even a creak sounds weird.

41. The shots at Lexington sounded the alarm for a general uprising.

D. Analyze graphically each sentence in Exercise C.

**Example:**

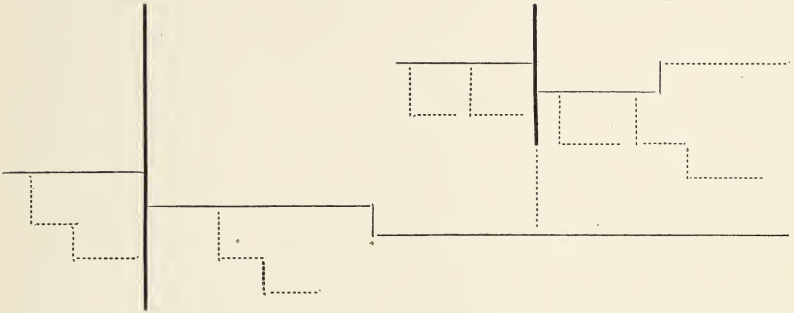
How sweet the mother's voice sounds, and how sweetly the baby cooes!



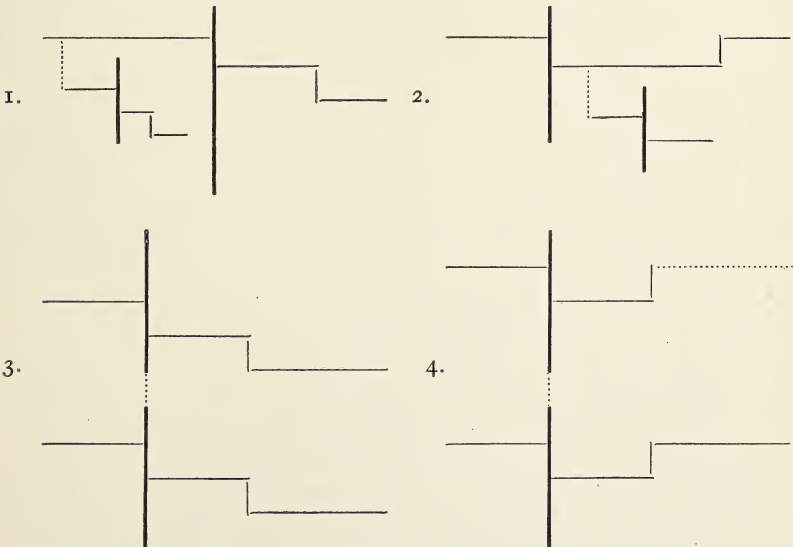
## SUPPLEMENTARY

**E.** Construct a sentence for which the outline provides the proper graphic analysis:

**Example:**

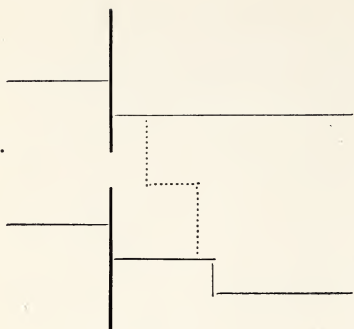


*Can any of you tell me why the clear sky is blue by day?*

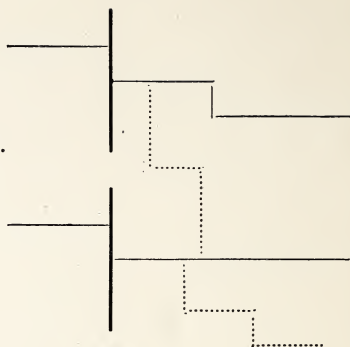




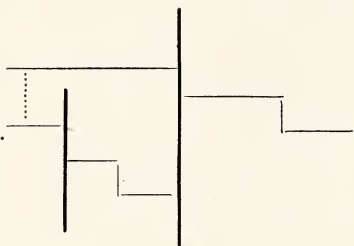
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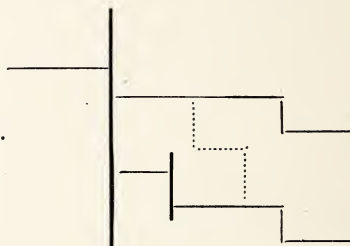
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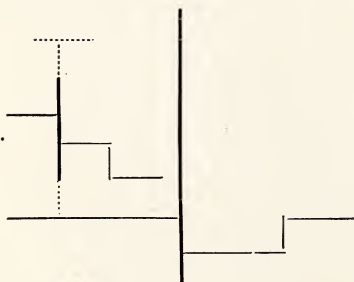
7.



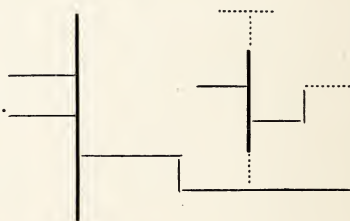
8.



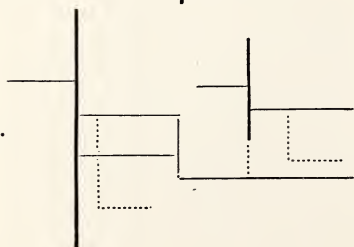
9.



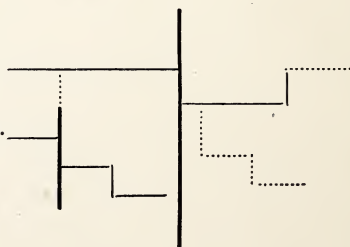
10.



11.



12.



## Topic 40. THE PREPOSITION: Primitive and Derivative.

Observe:

a. We travelled on sledges up the frozen river.b. We travelled on sledges near the frozen river.

Note that *up* and *near* are prepositions. Note that similar prepositions are:

|             |            |              |             |              |
|-------------|------------|--------------|-------------|--------------|
| <i>at</i>   | <i>to</i>  | <i>over</i>  | <i>of</i>   | <i>ere</i>   |
| <i>by</i>   | <i>on</i>  | <i>till</i>  | <i>off</i>  | <i>since</i> |
| <i>in</i>   | <i>but</i> | <i>with</i>  | <i>down</i> | <i>under</i> |
| <i>into</i> | <i>for</i> | <i>after</i> | <i>from</i> | <i>mid</i>   |

These are our shortest and simplest prepositions. They are not derived from other words, hence they are called *primitive prepositions*.

Observe:

c. We travelled on sledges along the frozen river.d. We travelled on sledges across the frozen river.

Note that *along* and *across* are prepositions. Note that similar prepositions are:

|                |                |                |                                     |
|----------------|----------------|----------------|-------------------------------------|
| <i>aboard</i>  | <i>before</i>  | <i>between</i> | <i>amid</i> or <i>amidst</i>        |
| <i>about</i>   | <i>behind</i>  | <i>beyond</i>  | <i>among</i> or <i>amongst</i>      |
| <i>above</i>   | <i>below</i>   | <i>within</i>  | <i>beside</i> or <i>besides</i>     |
| <i>against</i> | <i>beneath</i> | <i>without</i> | <i>toward</i> or <i>towards</i>     |
| <i>around</i>  | <i>until</i>   | <i>despite</i> | <i>through</i> or <i>throughout</i> |

These are made up of simpler words or elements that in themselves have a meaning. Thus, *aboard* means *on board*, *along* means *by way of the length*, *across* means *crosswise*, *until* is the short form for *unto till*. Since these prepositions are made up of, or derived from, other words they are called *derivative prepositions*.

**A.** Replace the dash by a primitive preposition, and construct a suitable sentence:

**Example:**

cooperate \_\_\_\_\_ one another

*The departments of our government cooperate with one another*

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. opposed _____ home rule     | 11. contrary _____ my wishes     |
| 2. overtaken _____ a storm     | 12. in accord _____ my wishes    |
| 3. crouched _____ his feet     | 13. lectured _____ thrift        |
| 4. crept _____ the wood-pile   | 14. lived _____ fishing          |
| 5. influenced _____ example    | 15. blessed _____ genius         |
| 6. agreeable _____ everybody   | 16. condemned _____ the court    |
| 7. comfortable _____ home      | 17. convicted _____ larceny      |
| 8. migrated _____ India        | 18. content _____ with his lot   |
| 9. disappointed _____ the news | 19. punished _____ his insolence |
| 10. boarded _____ Mrs. Green   | 20. set _____ his ways           |

**B.** Replace the dash by a suitable preposition:

21. The lily is undoubtedly the fairest flower \_\_\_\_\_ the garden.
22. We were nearly exhausted \_\_\_\_\_ hunger and thirst.
23. The captain marches \_\_\_\_\_ the head \_\_\_\_\_ his company.
24. A petition \_\_\_\_\_ a new sewer was signed \_\_\_\_\_ fifty citizens.
25. Every family \_\_\_\_\_ the tenement was \_\_\_\_\_ danger \_\_\_\_\_ fire.
26. A troupe \_\_\_\_\_ Dutch children followed \_\_\_\_\_ my heels.
27. \_\_\_\_\_ many days the crew subsisted \_\_\_\_\_ bread and bacon.
28. The wildest belling \_\_\_\_\_ the deer rang \_\_\_\_\_ the forest.
29. We were aroused \_\_\_\_\_ the tramp \_\_\_\_\_ hoofs \_\_\_\_\_ the yard.
30. \_\_\_\_\_ the depot stood an old stove \_\_\_\_\_ a broken chimney.
31. \_\_\_\_\_ the shore lingered a few homeless peasants.
32. Moran pumped \_\_\_\_\_ the life-boat and rowed \_\_\_\_\_ the shore.
33. A sheen \_\_\_\_\_ mellow light reflected \_\_\_\_\_ the lattice.
34. A babe \_\_\_\_\_ the house is a well-spring \_\_\_\_\_ pleasure.

### Topic 41. THE CONJUNCTION: Its Significance.

Observe:

- a. You must get your permit and I get mine.
- b. You must get your permit if I get mine.
- c. You must get your permit as I get mine.
- d. You must get your permit where I get mine.
- e. You must get your permit when I get mine.
- f. You must get your permit before I get mine.
- g. You must get your permit after I get mine.
- h. You must get your permit because I get mine.

**Note** that the same two clauses are here connected by eight different conjunctions, and that the meaning is different in each instance. The difference is due to the difference in the meaning of the conjunctions. Every conjunction has a meaning or significance of its own. In order to express our thoughts correctly we must know the significance even of small words like conjunctions.

The conjunctions you have studied are here placed in ten groups. Note the similarity in meaning of those in the same group:

- (1) *and, besides, also, moreover, likewise, further, as well as, both—and, not only—but, furthermore.*
- (2) *else, or else, or whether, either—or, neither—nor, whether—or, otherwise.*
- (3) *still, only, but, however, yet, while, whereas.*
- (4) *hence, therefore, so then, thus, and so, consequently, accordingly.*
- (5) *when, as, as soon as, as long as, no sooner—than, before, while, after, until, since, ere.*
- (6) *whence, where, whereto, whither.*
- (7) *as, as—so, so—that, as if.*
- (8) *since, for, why, because, as, inasmuch as, now that, whereas.*
- (9) *in order that, lest, that, so that.*
- (10) *if, unless, even if, except, without that, in case, on condition that, provided.*

A. Replace the \_\_\_\_\_ by a suitable conjunction; make more than one sentence if possible:

**Example:**

The Hottentots are illiterate \_\_\_\_\_ they shun educated people.

*The Hottentots are illiterate and they shun educated people.*

*The Hottentots are illiterate, moreover they shun educated people.*

*Not only are the Hottentots illiterate, but they shun educated people.*

1. Parts of Arizona are intensely hot \_\_\_\_\_ the soil is too sandy for cultivation.
2. \_\_\_\_\_ Nevada \_\_\_\_\_ Colorado are noted for their silver-mines.
3. The inventor deserves success, \_\_\_\_\_ he should be rewarded by the government.
4. Many Asiatic islands are \_\_\_\_\_ of volcanic origin \_\_\_\_\_ they are merely coral reefs.
5. The Javanese raise several kinds of coffee \_\_\_\_\_ they cultivate gum, rubber, and camphor.
6. \_\_\_\_\_ Australia is richer in mineral products \_\_\_\_\_ in vegetable products, is hard to tell.
7. In South Island there are great glaciers \_\_\_\_\_ in North Island there are active volcanoes.
8. Agriculture is important in Australia \_\_\_\_\_ much land is still covered with forests.
9. There have been heated quarrels over the Spice Islands \_\_\_\_\_ the Dutch hold possession.
10. Tribal wars are common in Central Africa, \_\_\_\_\_ the destruction of life is appalling.
11. All civilized nations are enforcing antislave laws, \_\_\_\_\_ slavery will soon be extinct.
12. The equatorial regions of Africa abound in warm rains, \_\_\_\_\_ the land there is covered with dense forests.



13. Stanley had some remarkable experiences \_\_\_\_\_ he visited the interior of Africa.
14. Without apparent reason those pigmy blacks would attack a party \_\_\_\_\_ one appeared.
15. Even elephants couldn't escape \_\_\_\_\_ the natives undertook to hunt them.
16. They built their little villages always \_\_\_\_\_ two roads crossed.
17. Livingstone was found in Ujiji by Stanley \_\_\_\_\_ the latter had been directed by the natives.
18. Stanley left Spain for Africa \_\_\_\_\_ he was sent by the New York *Herald*, to find Livingstone.
19. \_\_\_\_\_ comport yourself among your friends \_\_\_\_\_ they will long for your company.
20. Remember that \_\_\_\_\_ the tree inclines \_\_\_\_\_ will it fall.
21. Some people live \_\_\_\_\_ they were never to die.
22. \_\_\_\_\_ any man should choose to pass his life in the frigid zone, seems incredible
23. \_\_\_\_\_ the deer was fast become extinct, the government passed rigid game laws.
24. England has opened her ports to Germany \_\_\_\_\_ the war is over.
25. An embargo was put upon all foodstuffs \_\_\_\_\_ the country be overtaken by a famine.
26. We placed a liberty light at the entrance of our great harbor \_\_\_\_\_ foreigners might feel an immediate welcome.
27. We are spending money generously on education \_\_\_\_\_ this country be overtaken by the curse of ignorance.
28. The government of Mexico will not be stable \_\_\_\_\_ the factions submit to law and order.
29. The American troops will not be recalled \_\_\_\_\_ the outlaws stop their disturbances.
30. They will undoubtedly remain at the border \_\_\_\_\_ there is no sign of a general uprising.

## SUPPLEMENTARY

- B. Name the prepositions and conjunctions, and classify each:  
(See picture on opposite page.)

## AMONG THE FAROE ISLES

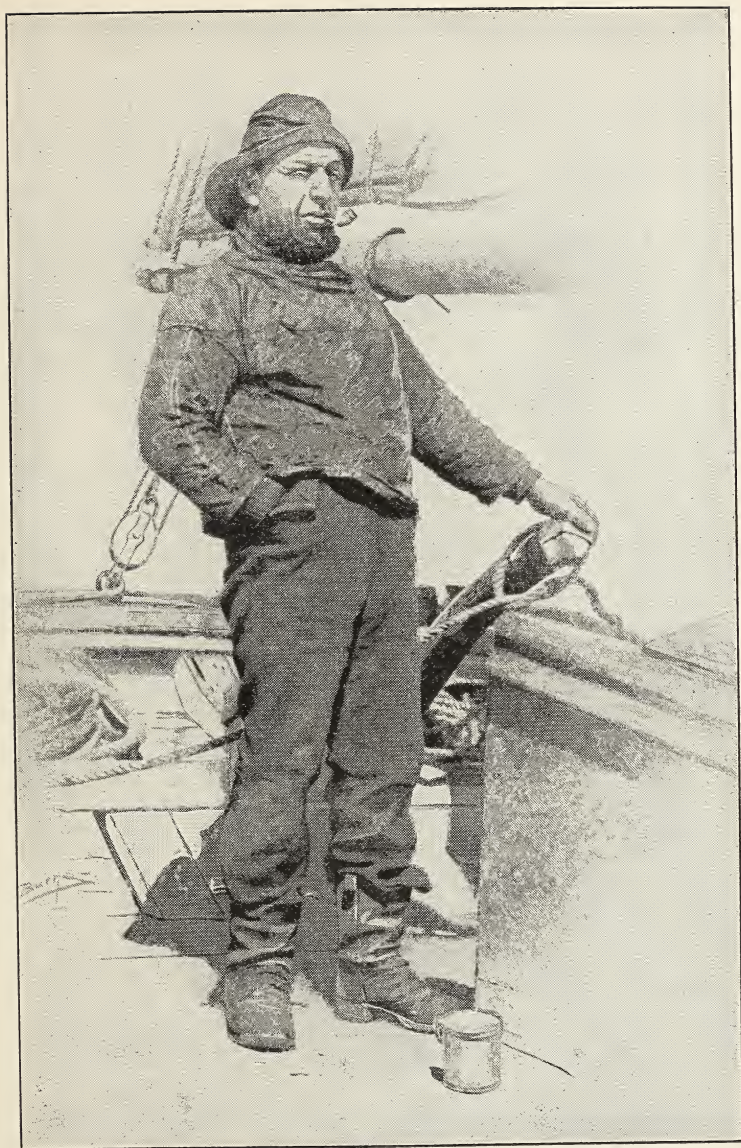
A sail to the Faroe Isles is a hazardous trip and must be taken with a crew of experience. We found such in the personnel of the "Selkirk," Skipper Garrick. Angus Garrick was a born sea-dog. He could scent a storm six hours ahead of his men, and was as fearless as a polar bear.

We left Cape Wrath, the north-western extremity of Scotland, on August second and reached Sudero, one of the Faroe group, three days later. The scene which greeted us is one of grandeur. Towering cliffs and mighty volcanic rocks, their steep sides issuing abruptly from the sea, stand guard, as narrow straits of surging currents frolic about their bases.

Our first curious experience was the sight of the so-called "bird cliffs," the haunts of millions of the winged family the natives call cliff-birds. The flesh of these birds is a delicacy, and though the task of catching them is an extremely dangerous one, the Faroese bird catcher knows no fear. By means of a long rope he lowers himself down the side of the cliffs, and as he swings dizzily to and fro amid the deafening din his net is busy among the shrieking, piping cliff-birds. In a few hours he will catch a hundred of them.

The sea swarms with fish. Whales also abound, and small whaling steamers are regularly despatched from the various points on the islands to the "whaling grounds" for the periodic catches.

The inhabitants, who number eleven thousand, live in small settlements along the coast. The houses are built of wood, thatched with grass, and lie huddled together at such places where a landing can be effected. Owing to the Gulf Stream the climate is comparatively mild; but terrible storms often rage over the islands. That people should choose to live in places so beset with dangers is, however, what impressed me most. Perils of the earth, perils of the air, perils of the sea! I half suspect that Faroe must be the home of the brave.





## (109) Topic 42. SYNTAX: Noun and Verb. (136)

Observe:

- a. The crew are asleep.
- b. The crew is disbanded.
- c. The crew is made larger.
- d. The crew are breakfasting.

**Note** that *crew* in each sentence is the subject, and it is in the singular number; that *is disbanded*, sentence *b*, is the predicate; that *is made*, sentence *c*, is the predicate and each is in the singular construction to agree with its subject in person and number, according to Syntax Rule 1.

**Note** that *are*, sentence *a*, is the predicate; that *are*, sentence *d*, is the predicate; that each is plural though the subject is singular in form. This appears to violate Syntax Rule 1. In sentence *a* crew is considered as so many *individuals*. People sleep as individuals, not as a *group* or *unit*; therefore the sense of *crew* in sentence *a* is plural. In sentence *d*, *crew* again is considered as so many individuals, not as a group; therefore the sense of *crew* in sentence *d* is plural, though the form is singular; hence Syntax Rule 1 is not violated.

When we say the crew is made larger, we speak of the crew as a *unit*, not as individuals; we do not mean the men are made larger. When we say the crew is disbanded, we speak of the crew as a unit, not as individuals, we do not mean that each man is disbanded; we mean as a crew they do not exist any more, but as individuals they still exist. There are nouns which denote a group or collection of persons or things, such as army, crowd, congregation, flock. Such nouns are called *collective nouns*.

**SYNTAX RULE 12:** When the subject is a collective noun and the sense suggests plurality, the verb must be in the plural number; but when the sense suggests unity, the verb must be in the singular number.

**Observe:**

*e. The Marquette Club has changed its meeting hours.*

*f. The Marquette Club at times wear their badges.*

**Note** that the Marquette Club, sentence *e*, is considered as acting in a *unit*, hence the verb *has changed* is singular; hence also *its*, the pronoun used instead of *Marquette Club*, is in the singular number.

**Note** that the Marquette Club, sentence *f*, is considered as acting as so many individuals (the club cannot wear a badge as a unit), hence the verb *wear* is plural; hence also the pronoun used instead of *Marquette Club* is in the plural number.

**SYNTAX RULE 13:** When a collective noun suggests unity, the pronoun must be in the singular number; but when it suggests plurality, the pronoun must be in the plural number.

**A.** State the rule violated by the incorrect sentence:

## INCORRECT

1. My team doesn't smoke.
2. Our party was fishing.
3. The jury is listening.
4. The jury announced their verdict.
5. Every one pays the penalty of their foolish ways.
6. Impossible! it couldn't have been him.
7. When was you in town last?
8. The committee were discharged by the chairman.
9. Your class is not breathing correctly.

## CORRECT

- My team don't smoke.
- Our party were fishing.
- The jury are listening.
- The jury announced its verdict.
- Every one pays the penalty of his foolish ways.
- Impossible! it couldn't have been he.
- When were you in town last?
- The committee was discharged by the chairman.
- Your class are not breathing correctly.



- |   |   |
|---|---|
| 10. Rice, oats, barley, rye, and wheat is cereals.                  | Rice, oats, barley, rye, and wheat are cereals.               |
| 11. Neither the horse nor the donkey are split - hoofed quadrupeds. | Neither the horse nor the donkey is a split-hoofed quadruped. |
| 12. Both the deer and the cow has split hoofs.                      | Both the deer and the cow have split hoofs.                   |
| 13. The lion and the tiger are noted for his ferocity.              | The lion and the tiger are noted for their ferocity.          |
| 14. Well, who do you want?  | Well, whom do you want?                                       |
| 15. He don't want nothing.  | He doesn't want anything.                                     |

### SUPPLEMENTARY

**B.** Replace the dash by *who* or *whom*:

16. \_\_\_\_\_ did you say the agent was? \_\_\_\_\_ did you say the agent represented? \_\_\_\_\_ do you believe this agent to be?
17. \_\_\_\_\_ do you think is the greatest American writer? \_\_\_\_\_ do you consider the greatest American writer? To \_\_\_\_\_ should the laurels be awarded?
18. My chauffeur \_\_\_\_\_ I had always trusted was accused of criminal carelessness.
19. Laws should apply with equal force to every individual no matter \_\_\_\_\_ he is, or what his station.
20. The position was held by young Chester \_\_\_\_\_ the superintendent considered the most deserving.
21. Invitations were sent to all \_\_\_\_\_ were entitled to them.
22. The Bavarian throne was once held by a king \_\_\_\_\_ everybody knew to be insane.
23. The lepers among \_\_\_\_\_ Damien spent twelve years, made a pitiful spectacle.
24. That check was indorsed by a clerk \_\_\_\_\_ was subsequently convicted of counterfeiting.

25. For him \_\_\_\_\_ battles for his country, Heaven holds a special crown.
26. There can be no doubt as to \_\_\_\_\_ I mean in that statement.
27. A discussion arose among the nations as to \_\_\_\_\_ should have the honor of the first seat in the Peace Tribunal.
28. A discussion arose among the nations as to \_\_\_\_\_ the honor of the first seat should be assigned.
29. \_\_\_\_\_ do you mean in making such a remark?
30. Those \_\_\_\_\_ are interested enough will know for \_\_\_\_\_ the remark is intended.

**C. Explain the errors:**

INCORRECT

31. You done right.
32. She acted sensible.
33. Jerry doesn't feel good.
34. Susan don't feel well.
35. That ain't true.
36. They played too rough.
37. They dassen't play to-day.
38. I don't go there no more.
39. We always drinks milk.
40. You talk so foolish.
41. Her book is all tore.
42. Was you on the beach?
43. The pipes busted.
44. Has the pipes bursted?
45. Her and I are going.
46. That's for you and I.
47. I live by my uncle.
48. The river is froze over.
49. Wasn't your fingers froze?
50. A box fell off of the truck.

CORRECT

- You did right.
- She acted sensibly.
- Jerry doesn't feel well.
- Susan doesn't feel well.
- That isn't true.
- They played too roughly.
- They dare not play to-day.
- I don't go there any more.
- We always drink milk.
- You talk so foolishly.
- Her book is all torn.
- Were you on the beach?
- The pipes burst.
- Have the pipes burst?
- She and I are going.
- That's for you and me.
- I live with my uncle.
- The river is frozen over.
- Weren't your fingers frozen?
- A box fell off the truck.

- |  |                                       |
|--|---------------------------------------|
| 51. It's done too careless.                | It's done too carelessly.             |
| 52. It's flowers don't smell.              | Its flowers don't smell.              |
| 53. It's time for to go home.              | It's time to go home.                 |
| 54. It's color isn't pretty.               | Its color isn't pretty.               |
| 55. This scissors don't cut.               | These scissors don't cut.             |
|  |                                       |
| 56. I seen you with Tom.                   | I saw you with Tom.                   |
| 57. I done it twice.                       | I did it twice.                       |
| 58. What for do you laugh?                 | Why do you laugh?                     |
| 59. What for do you hire him?              | What do you hire him for?             |
| 60. Bring me five foot of rope.            | Bring me five feet of rope.           |
|  |                                       |
| 61. Stay in back of the store.             | Stay in the back of the store.        |
| 62. Stand in back of me.                   | Stand behind me.                      |
| 63. The teacher she said "No."             | The teacher said "No."                |
| 64. We had three pound of steam on.        | We had three pounds of steam on.      |
| 65. I like these pair of shoes.            | I like this pair of shoes.            |
|  |                                       |
| 66. What kind of a reply is that?          | What kind of reply is that?           |
| 67. What do you call those kind of apples? | What do you call that kind of apples? |
| 68. AVOID that sort of a fellow.           | AVOID that sort of fellow.            |
| 69. Do you know who I mean?                | Do you know whom I mean?              |
| 70. These shoes fits me better.            | These shoes fit me better.            |
|  |                                       |
| 71. You are not as tall as I.              | You are not so tall as I.             |
| 72. Fred is taller than her.               | Fred is taller than she.              |
| 73. He is not as tall as me.               | He is not so tall as I.               |
| 74. Peter and Paul wasn't promoted.        | Peter and Paul weren't promoted.      |
| 75. They never studies hard.               | They never study hard.                |

- |   |  |
|---|--|
| 76. Jim begun his homework.                     | Jim began his homework.                    |
| 77. Each of you are accountable.                | Each of you is accountable.                |
| 78. Every one must bring their lunch.           | Every one must bring his lunch.            |
| 79. The skipper with all on board were drowned. | The skipper with all on board was drowned. |
| 80. The skipper and all on board was drowned.   | The skipper and all on board were drowned. |

(96) **Topic 43. WORD STUDY: The Prefix.** (129)

**Review:**

**A.** Attach a suitable prefix and give the meaning of the word so formed:

- |          |            |              |                 |
|----------|------------|--------------|-----------------|
| 1. act   | 16. pose   | 31. scribe   | 46. construct   |
| 2. due   | 17. state  | 32. league   | 47. formation   |
| 3. join  | 18. chant  | 33. mingle   | 48. responsible |
| 4. deed  | 19. toxin  | 34. legible  | 49. —ject       |
| 5. wise  | 20. judge  | 35. cession  | 50. —dict       |
| 6. noun  | 21. dense  | 36. mission  | 51. —dote       |
| 7. just  | 22. merge  | 37. liberal  | 52. —it         |
| 8. nude  | 23. fraud  | 38. venture  | 53. —ular       |
| 9. fine  | 24. claim  | 39. caution  | 54. —pare       |
| 10. test | 25. belief | 40. science  | 55. —here       |
| 11. jury | 26. shapen | 41. navigate | 56. —hibit      |
| 12. band | 27. divide | 42. national | 57. —ceive      |
| 13. sent | 28. timely | 43. rational | 58. —nounce     |
| 14. long | 29. change | 44. literate | 59. —archist    |
| 15. fume | 30. motion | 45. reverent | 60. —gregate    |

**Observe:**

|                 |                  |                  |
|-----------------|------------------|------------------|
| <u>a</u> vert   | <u>ob</u> struct | <u>for</u> give  |
| <u>a</u> bsent  | <u>off</u> end   | <u>for</u> sake  |
| <u>ab</u> stain | <u>op</u> pose   | <u>fore</u> head |

**Note** that *avert* means *turn from*, *absent* means *to be away from*, *abstain* means *to keep oneself from*; hence *a*, *ab*, *abs* is a prefix meaning *from*.

**Note** that *obstruct* means *to put something in the way of or against free passage*, that *offend* means *to act against* a person or a law, that *oppose* means *to place oneself against* a person or thing; hence *ob*, *of* or *op* is a prefix meaning *against*.

**Note** that *forgive* means *to give way to or excuse entirely*, that *forsake* means *to abandon entirely*, that *forehead* means *the fore or front of the head*; hence *for* is a prefix meaning *entirely* or *intensively*, and *fore* is a prefix meaning *front* or *before*.

**B. Tell the meaning:**

(When in doubt consult the dictionary.)

- |              |                |                 |
|--------------|----------------|-----------------|
| 61. abroad   | 73. opposite   | 85. forelock    |
| 62. abduct   | 74. oppression | 86. foremost    |
| 63. abject   | 75. obstinate  | 87. foreman     |
| 64. abolish  | 76. opponent   | 88. forename    |
| 65. abdicate | 77. forbid     | 89. forearm     |
| 66. abandon  | 78. forbear    | 90. foretaste   |
| 67. absorb   | 79. forfeit    | 91. foreground  |
| 68. abhor    | 80. forswear   | 92. forethought |
| 69. obviate  | 81. forefend   | 93. object      |
| 70. offense  | 82. forego     | 94. absolve     |
| 71. obstacle | 83. forlorn    | 95. abrogate    |
| 72. obscure  | 84. forget     | 96. abnormal    |



## (127) Topic 44. WORD STUDY: The Suffix. (130)

A. Attach a suitable suffix and tell the meaning of the word formed:

(Consult the dictionary if necessary.)

- |           |             |                |              |
|-----------|-------------|----------------|--------------|
| 1. lie    | 13. brace   | 25. success    | 37. gim—     |
| 2. man    | 14. forge   | 26. general    | 38. purs—    |
| 3. ice    | 15. class   | 27. harmony    | 39. soci—    |
| 4. beg    | 16. prompt  | 28. perfume    | 40. lavat—   |
| 5. clay   | 17. secure  | 29. abuse      | 41. petri—   |
| 6. ton    | 18. cornet  | 30. frequent   | 42. infirm   |
| 7. fear   | 19. coward  | 31. produce    | 43. hypnot—  |
| 8. wise   | 20. commit  | 32. constant   | 44. advers—  |
| 9. cruel  | 21. horror  | 33. contempt   | 45. tremend  |
| 10. habit | 22. school  | 34. intellect  | 46. contempt |
| 11. sense | 23. future  | 35. confection | 47. destruct |
| 12. humid | 24. command | 36. vis—       | 48. friend   |

Observe:

|                  |                 |                   |                 |
|------------------|-----------------|-------------------|-----------------|
| <i>quietude</i>  | <i>cubical</i>  | <i>student</i>    | <i>legalize</i> |
| <i>lassitude</i> | <i>gigantic</i> | <i>commandant</i> | <i>fumigate</i> |

**Note** that *quietude* means the *state or condition of being quiet*, that *lassitude* means the *state or condition of being weary*; hence that *ude* or *itude* is a suffix meaning *state or condition of being*.

**Note** that *cubical* means *like a cube*, that *gigantic* means *like a giant*; hence that *al* and *ic* are suffixes meaning *like*.

**Note** that *student* means *one who studies*, that *commandant* means *one who commands*; hence that *ent* and *ant* are suffixes meaning *one who*.

**Note** that *legalize* means *to make legal*, that *fumigate* means *to make smoke*; hence that *ize* (or *ise*) and *ate* are suffixes meaning *to make*.

**B. Tell the meaning:**

(When in doubt consult the dictionary.)

|                |                |               |                 |
|----------------|----------------|---------------|-----------------|
| 49. multitude  | 58. comical    | 67. agent     | 76. capsize     |
| 50. magnitude  | 59. clerical   | 68. president | 77. harmonize   |
| 51. longitude  | 60. poetical   | 69. assistant | 78. exercise    |
| 52. latitude   | 61. frantic    | 70. attendant | 79. cauterize   |
| 53. fortitude  | 62. metallic   | 71. merchant  | 80. fertilize   |
| 54. solitude   | 63. patriotic  | 72. resident  | 81. illuminate  |
| 55. solicitude | 64. scientific | 73. claimant  | 82. migrate     |
| 56. similitude | 65. aromatic   | 74. recipient | 83. circulate   |
| 57. plenitude  | 66. botanical  | 75. informant | 84. domesticate |

**(129) Topic 45. WORD STUDY: The Stem. (132)****A. Distinguish the stem and tell what it means:**

(Consult the dictionary if necessary.)

|             |                |                |                  |
|-------------|----------------|----------------|------------------|
| 1. expire   | 10. locality   | 19. introduce  | 28. courageous   |
| 2. impede   | 11. mobilize   | 20. barometer  | 29. deportment   |
| 3. discord  | 12. temporary  | 21. biography  | 30. manufacture  |
| 4. capital  | 13. irregular  | 22. conscience | 31. composition  |
| 5. revolve  | 14. perennial  | 23. correction | 32. inscription  |
| 6. century  | 15. autograph  | 24. automobile | 33. transmission |
| 7. progress | 16. partition  | 25. department | 34. conscription |
| 8. graduate | 17. dependent  | 26. decapitate | 35. conservatory |
| 9. fracture | 18. deportment | 27. lithograph | 36. illiteracy   |

**Observe:**corpulent, stout of body.corpuscle, a very small body, a cell.cyclist, one who rides a wheel.cyclone, a wind that "wheels" as it travels.

circular, round like a circle.

circus, a round show-place.

courier, one who runs ahead with news.

current, running, as a stream or an event.

verdict, a decision spoken by a judge.

predict, to foretell or say like prophesy.

fortify, to strengthen.

forcibly, with the aid of great strength.

**Note** that *corp*, *cycl*, *cour*, *cur*, *dic*, and *fort* are stems.

**Note** that *corp* (corpus) means *body*, *cycl* (kyklos) means *ring*, *circ* (circus) means *ring*, *cour*, *cur* (cursus) means *run*, *dic* (dicere) means *say*, *fort* (fortis) means *strength*.

**B.** Tell the meaning:

(Consult the dictionary if necessary.)

- |            |              |                 |                   |
|------------|--------------|-----------------|-------------------|
| 37. corps  | 47. enforce  | 57. forcible    | 67. circulate     |
| 38. force  | 48. course   | 58. cursory     | 68. corporation   |
| 39. forte  | 49. perforce | 59. currency    | 69. incorporate   |
| 40. edict  | 50. bicycle  | 60. dictation   | 70. benediction   |
| 41. recur  | 51. encircle | 61. contradict  | 71. malediction   |
| 42. occur  | 52. circlet  | 62. dictionary  | 72. excursion     |
| 43. concur | 53. courser  | 63. motorcycle  | 73. tricycle      |
| 44. corpse | 54. circuit  | 64. cyclorama   | 74. circumference |
| 45. circle | 55. recourse | 65. cyclopedia  | 75. circumstances |
| 46. cycle  | 56. forceful | 66. circumspect | 76. corporal      |

**(130) Topic 46. WORD STUDY: Capitalization. (133)**

Quote the rule that justifies the use of the capitalization:

**THE RED CROSS SOCIETY**

The history of the Red Cross begins with the story of the gallant deeds of Florence Nightingale on the bloody scenes of the Crimean War. It was her heroism and self-sacrifice there that touched the hearts of the nations in sympathy for the wounded and plague-stricken. A subscription of fifteen thousand pounds was presented to Florence Nightingale for her services during the war, and this she forthwith used to found the Nightingale Home, London, for the training of nurses upon whom the whole world, friend or foe, might call in time of disaster and distress.

The origin of this society might even be traced back another century. The inspiration to aid the suffering is, of course, older by many years. It found eloquent expression in the deeds of Camillus de Lellis and his Fathers of a Good Death. Camillus—himself an Italian soldier and the son of an officer—acting under official sanction, trained his followers to nurse the sick at home and abroad. Two of his comrades died victims of a pestilence while attending the stricken of a quarantined fleet off the harbor of Naples.

The first international Red Cross was organized through the efforts of Henri Dunant, at Geneva, in 1864, and represented fourteen nations. The members dedicated themselves to the care of the sick and wounded of all camps. In return, the nations, by treaties, pledged absolute protection from enemy fire for doctor, nurse, and ambulance. The emblem adopted was the Swiss flag, colors reversed.

Clara Barton, who had been a Civil War nurse, fired by the zeal and achievements of the doctors and nurses during the Franco-Prussian War, introduced the idea in America and became the first president of the American Red Cross. Its motto is: "Humanity and Neutrality." By act of Congress, January 5th, 1905, the Society was reorganized and affiliated with the United States government.

While the purpose of the Society is, primarily, service during war—and The World War proved it one of the greatest human institutions—even in peace time it is ready and prepared to use its energies to relieve distress incident to other calamities. The deeds of the Red Cross are bright pages in the stories of earthquakes, floods, fires, and epidemics when we read of the visitations of San Francisco, Messina, Johnstown, Halifax, Russia, Ireland, India. It has outdone even the Good Samaritan by its kindly visits to the hovels of the poor. Mothers have learned from it that there is a correct care of babies, a right selection even in simple foods, a wholesomeness in sanitation, and that a spiritual atmosphere may permeate even the poor man's home. May Heaven swell the ranks of the brave Red Cross, and shower upon it eternal blessings.

(132) **Topic 47. WORD STUDY: Words Often Misused.**

**Observe:**

|   |   |
|---|---|
| a. <i>sat</i> (the past of <i>sit</i> ) | <i>set</i> (to place)                   |
| b. <i>raise</i> (to lift upward)        | <i>rise</i> (to move upward of itself)  |
| c. <i>stop</i> (to halt)                | <i>stay</i> (to tarry)                  |
| d. <i>love</i> (to have affection for)  | <i>like</i> (to enjoy)                  |
| e. <i>accept</i> (to receive)           | <i>except</i> (to leave out)            |
| f. <i>proceed</i> (to move onward)      | <i>precede</i> (to go before)           |
| g. <i>healthy</i> (having health)       | <i>healthful</i> (good for the health)  |
| h. <i>affect</i> (to influence)         | <i>effect</i> (to accomplish)           |
| i. <i>lightning</i> (electric flash)    | <i>lighting</i> (furnishing with light) |
| j. <i>diseased</i> (unhealthy)          | <i>deceased</i> (dead)                  |

**Note** that the words of each pair have a distinct meaning. **Note** also that they are words in frequent use, or they are words of almost identical spelling; hence they are apt to be misapplied. They can be mastered only by careful study.



A. Replace the dash by a word (or some form of it) selected from the parenthesis:

(*sat, set*)

1. Just before the winter, all tender plants were \_\_\_\_\_ in pots.
2. The visitors \_\_\_\_\_ in the vestibule, waiting to be ushered in.
3. Ruth as usual \_\_\_\_\_ the table, and all \_\_\_\_\_ down to dinner.
4. After they had \_\_\_\_\_, soup was served.
5. A gentle rain refreshed the lilies I had \_\_\_\_\_ on the lawn.

(*raise, rise*)

6. After the forest-fires a \_\_\_\_\_ in lumber prices was expected.
7. \_\_\_\_\_ Lazarus from the dead was one of the great deeds of Christ.
8. When the dough \_\_\_\_\_ it is a sign that the yeast is working.
9. When a river \_\_\_\_\_ it is apt to overflow its banks.
10. A \_\_\_\_\_ in production is likely to cause \_\_\_\_\_ in sales.
11. When the employer \_\_\_\_\_ their salaries, the employees seem to take on new life.

(*stop, stay*)

12. While in Denver we \_\_\_\_\_ at the Mountain House.
13. The postman \_\_\_\_\_ at the hotel to deliver the mail.
14. On our way through Washington we \_\_\_\_\_ at Camden Station.
15. During the tour we \_\_\_\_\_ three weeks in Nice.

(*love, like*)

16. It is but natural to \_\_\_\_\_ those that \_\_\_\_\_ us.
17. We can school ourselves to \_\_\_\_\_ what may seem repulsive.
18. You may \_\_\_\_\_ all your friends, but you \_\_\_\_\_ only those for whom you feel real attachment.
19. Animals seem to \_\_\_\_\_ only such food as suits their nature.
20. I \_\_\_\_\_ everything about my home, and I dearly \_\_\_\_\_ my mother.

(*accept, except*)

21. The entire club, Milton alone \_\_\_\_\_, responded to my invitation.
22. Please \_\_\_\_\_ my sincere thanks for your courteous letter.
23. \_\_\_\_\_ declared idiots, the State holds every man liable for violations of the law.
24. \_\_\_\_\_ money for conferring a privilege, an official is guilty of bribery.
25. If we \_\_\_\_\_ the Caucasian, we should rate the Mongolian the most progressive of the races.

(*proceed, precede*)

26. The pageant \_\_\_\_\_ up the avenue amid a storming applause.
27. A band of a hundred pieces \_\_\_\_\_ the spectacular pageant.
28. In a parade the drum-major invariably \_\_\_\_\_ the band.
29. In order that there be no crowding, please \_\_\_\_\_ in single file.
30. When an army withdraws from its position we say it recedes, when it advances we say it \_\_\_\_\_.

(*healthy, healthful*)

31. I know of no fruit more \_\_\_\_\_ than the common apple.
32. If you wish to be \_\_\_\_\_ you must acquire \_\_\_\_\_ habits.
33. You won't find anywhere \_\_\_\_\_ looking children than my boys.
34. Tubercular patients will find the mountain air \_\_\_\_\_ than sea air.
35. To be \_\_\_\_\_ you must first of all eat \_\_\_\_\_ food.

(*affect, effect*)

36. Excessive rains seriously \_\_\_\_\_ the potato crop.
37. Nothing short of heroism could have \_\_\_\_\_ that rescue.
38. That continuous whirring of looms and shuttles \_\_\_\_\_ my hearing.
39. At hearing the sad news, Mr. Blaine was much \_\_\_\_\_.
40. Without boat or bridge, crossing was \_\_\_\_\_ on rafts.
41. Mr. Curtis \_\_\_\_\_ an entrance by forcing a window.

(*lightning, lighting*)

42. Aurora loomed in the north \_\_\_\_\_ the frozen haunts.
43. Short flashes of \_\_\_\_\_ usually precede our thunder-storms.
44. A bolt of \_\_\_\_\_ scattered the flagpole in slivers.
45. Through improper \_\_\_\_\_ your sight becomes impaired.
46. \_\_\_\_\_ the hamlet seems to have been left entirely to the \_\_\_\_\_.

(*disease, decease*)

47. Three weeks after his \_\_\_\_\_, Mr. Morgan's will was read.
48. Three weeks after the \_\_\_\_\_ had attacked him, he was a corpse.
49. Some people maintain that crime is a \_\_\_\_\_.
50. Many a sweet blessing was laid on the grave of the \_\_\_\_\_.
51. Everybody was welcomed, the blind, the lame, and the \_\_\_\_\_

(122) **Topic 48. SYNTAX: Faulty Synthesis.**

**Observe:**

*LOST—New leather bag containing valuables—tan color—some bills and important mails and some deeds in Druid Hill Park. Will the finder return everything to Mrs. J. Mullinix in Buttonwood Alley and get the right reward.*

**Note** that the description of the bag, the contents, and the place where it was lost are here confused; that the reader must in part guess at the meaning. Correct synthesis is essential in a sentence; it is the first step for clearness in expression.

Modifiers must be placed as near as possible to the elements they modify. Observe how this notice may be properly worded:

*LOST—In Druid Hill Park, a new tan leather bag containing bills, deeds, and important mail. Finder will please return same to Mrs. Mullinix, Buttonwood Alley. Generous reward is offered.*

A. Reconstruct the sentence, by shifting the modifiers, so that it will express the thought properly:

(Punctuate properly.)

1. At the Gap I saw two men felling trees with straw hats.
2. I counted fifteen bluefish this morning sitting on the dock.
3. Birds of passage come back to the places which had previously sheltered them without map or compass.
4. Have you returned the book to the book-case which I loaned you?
5. A rod away ambled an old horse plowing the field with one eye.
6. Some of the children were poisoned by eating ice-cream at a party that was flavored with peach leaves.
7. My beautiful catalpa was struck by lightning standing in my garden yesterday.
8. *Lost*—A young spaniel belonging to the postmaster with black furry coat and silver collar.
9. Over a hundred people were held over in vaults that had died of influenza.
10. The Distinguished Service Cross was sent to Joyce Kilmer's mother for his rare bravery.
11. The colonel was unable to lead a horse having fractured both arms.
12. My little son led an old horse with great glee up the front porch.
13. So utterly was Carthage destroyed that we are unable to point out the place where it stood at the present day.
14. The savage snatched the babe filled with rage and dashed it against the rocks.
15. I got on my knees and prayed to the God of Battles in my terror for fortitude.
16. During the fog an express train crashed into a milk train and spilled all the milk in Bordentown.
17. With his feet dangling over the side of the boat the current rushed the fellow and his craft over the dam.

18. Miriam descended like a mermaid into the blue gulf taking a spring off the dive plank.
19. Dear teacher please excuse my son Mark from doing his homework as the baby broke his pen nib and couldn't write it.
20. Frederick's car descended the steep hill and plunged into a pool having both lights out.
21. If in your travels you ever come within five miles of our house stop there.
22. Keep your head above water if you want to live and keep on kicking.
23. Take the harness off your horses turn the lights on full and back them into the stalls.
24. A smart-looking little mascot rode the donkey wearing knickerbockers and carrying a banner.
25. A curiously dressed stranger passed here carrying a Grèat Dane with two legs on each shoulder being clearly out of his mind.

### Topic 49. PROMISCUOUS ERRORS.

#### A. Reconstruct the sentence:

(Note the hints in parenthesis, and where necessary consult the dictionary.)

1. A trip to Europe is very pleasant and it can be done very cheaply.  
(We do not *do* trips, we *make* them.)
2. You should try and improve yourself, so that you may advance with speed.  
(*Try* what? What word should replace *and*?)
3. The foot-note reads "Bills are requested to be paid quarterly."  
(*Bills* cannot be *requested*.)
4. The story of me enlisting is pure fiction.  
(Whose *enlisting*? Change *me* to what?)
5. What do you think of the report of him studying medicine?  
(See sentence 4.)



6. Any one of these two streets will lead to the Capitol.  
(*Any one* is used when speaking of a number greater than *two*.)
7. Let the two boys exchange with one another.  
(*One another* is used where more than *two* are concerned.)
8. Do not come this evening except you hear from me.  
(*Unless* is better form.)
9. Mother will not let us go without it stops raining.  
(Compare with sentence 8.)
10. I wish I could sing like that man can.  
(Never use *like* as a conjunction; substitute *as*, or drop *can*.)
11. How different this play is to what we expected.  
(A thing is similar *to* but different *from* another.)
12. Hardly had I been seated than Mr. Kirk entered.  
(*Than* is used in comparison only; a subordinate conjunction is needed here.)
13. Just now the papers are full with details of the war.  
(Something may be *full of* or *filled with*.)
14. The measles have infested the whole suburb.  
(*News*, *tidings*, *measles*, and a few others are singular nouns, though they have a plural form.)
15. Honesty requires that you try and be punctual when duty calls.  
(See sentence 2.)
16. If you are going to the games leave me know.  
(*Leave* means to *quit*; what word must be substituted?)
17. I never remember having seen such a fire.  
(*I do not remember ever . . .*)
18. The comptroller is elected same as the mayor is elected.  
(*Same* is an adjective; what part of speech is needed?)
19. War was hardly declared than food prices went up.  
(See sentence 12.)

20. If you would have come in time, you might have succeeded.  
(*If you had come in time . . . or  
Had you come in time . . .* )
21. I saw in yesterday's *Eagle* where the gallant Sixty-ninth has sailed.  
(Did the Sixty-ninth sail in the *Eagle*? What must be substituted for *where*?)
22. Lawrence insisted that the lesson was a kind of hard.  
(. . . *was rather hard.*)
23. May I ask you for the lend of your lead pencil?  
(*Lend* is a verb; you need the noun; what is it?)
24. We are liable to have a cold snap at any time after Hallowe'en.  
(We are *liable* to punishment when we break the law; for anything else we are *likely to or apt to.*)
25. Venison is very expensive because these animals are now very scarce.  
(What *animals*?—Your reader may not know.)
26. Texas is as large, if not larger, than France.  
(Compare it with this form: *Texas is as large as France, if not larger.*)
27. When five miles high, the spectators had grave fears for the aviator.  
(This means the spectators were five miles high.)
28. The children showed a love and keen interest in flowers.  
(Compare with sentence 26.)
29. After reproving me for my late coming I was discharged.  
(. . . *coming, he discharged me.*)
30. Will I take the package along with me?  
(The first person interrogative requires *shall.*)
31. Half of the men were confined to the camp, suffering of neuralgia.  
(We are sick *of* something *without* us, but sick *with* something *within* us.)

## DEFINITIONS

A **sentence** is a group of words so arranged as to make sense.

A sentence is **declarative** when it makes a statement.

A sentence is **interrogative** when it asks a question.

A sentence is **imperative** when it expresses a command or a request.

A sentence is **compound** when it is composed of two or more independent clauses connected by a coordinate conjunction.

A sentence is **complex** when it is composed of a chief clause and one or more subordinate clauses.

A clause is **adjective** when it modifies a noun or a pronoun.

A clause is **adverbial** when it modifies a verb or an adjective.

A clause is **nounal** when it is used as the subject, the object, or the predicate nominative.

A word is a **noun** when it is used as the name of something.

A noun is **common** when it is used as a general name.

A noun is **proper** when it is used as a special name.

A word is a **pronoun** when it is used instead of a noun.

A pronoun is **personal** when it denotes the speaker, the person spoken to, or the person or thing spoken of.

A pronoun is **relative** when it replaces its antecedent and unites the different clauses of a sentence.

A pronoun is **interrogative** when it is used in asking a question.

**Person** is that form or use of the noun or pronoun which denotes: (1) the person as speaking, (2) the person or thing as spoken to, or (3) the person or thing as spoken of.

**Number** is that form or use of the noun or pronoun which denotes one or more than one.

**Gender** is that form or use of the noun or pronoun which denotes sex.

**Case** is that form or use of the noun or pronoun which denotes its relation to other parts of the sentence.

A word is a **verb** when it is used to show action or being.

A verb is **regular** when it adds **d** or **ed** to the present tense in forming the past tense and the past participle.

A verb is **irregular** when it does not add **d** or **ed** to the present tense in forming the past tense and the past participle.

**Voice** is the form or use of the verb which represents the subject as doing the action or as receiving the action.

**Tense** is the form or use of the verb which denotes the time of the action or being.

**Mood** is a manner of speech suggested by the form or use of the verb in the sentence.

A word is an **adjective** when it is used to modify the meaning of a noun or a pronoun.

An adjective is **descriptive** when it describes.

An adjective is **quantitative** when it refers to number or quantity.

An adjective is **demonstrative** when it points out.

An adjective is **interrogative** when it is used in asking a question.

An adjective is **pronominal** when it is used to stand for a noun.

**Comparison** is the variation of the adjective to express quantity or quality in different degrees.

A word is an **adverb** when it modifies the meaning of a verb, an adjective, or another adverb.

A word is a **preposition** when it is placed before a noun or a pronoun to show position or direction.

A word is a **conjunction** when it is used to connect sentences or corresponding parts of the same sentence.

A conjunction is **coordinate** when it unites independent words, independent phrases, or independent clauses.

A conjunction is **subordinate** when it unites a chief clause with its subordinate clause.

A word is an **interjection** when it is used merely to express a strong feeling.

A group of words is a **phrase** when it contains neither subject nor predicate, and is equivalent to a single part of speech.

A phrase is **adjective** when it modifies a noun or pronoun.

A phrase is **adverbial** when it modifies a verb or an adjective.

A phrase is **compound** when it consists of two or more phrases connected by a conjunction.

A phrase is **complex** when it consists of a chief phrase and one or more subordinate phrases.



## SYNTAX

Rule 1. A verb must agree with its subject noun or pronoun in person and number.

Rule 2. When a verb has two or more nominatives connected by **and**, it must agree with them in the plural number.

Rule 3. When a verb has two or more singular nominatives connected by **or** or **nor**, it must agree with them in the singular number.

Rule 4. A noun or a pronoun that is the subject of a verb must be in the nominative case.

Rule 5. A pronoun must agree with the noun for which it stands in person, number, and gender.

Rule 6. When a pronoun stands for two or more singular nouns connected by **and**, it must agree with them in the plural number.

Rule 7. When a pronoun stands for two or more singular nouns connected by **or** or **nor**, it must agree with them in the singular number.

Rule 8. A preposition governs the objective case.

Rule 9. A noun or a pronoun used to explain a preceding noun or pronoun must be put by apposition in the same case.

Rule 10. The predicate nominative must be in the nominative case.

Rule 11. The pronominal adjectives **each**, **every**, **one**, **any**, **either**, and **neither** have a singular significance and require a singular construction ; the pronominal adjectives **all**, **both**, **some**, **many**, **few**, and **several** have a plural significance and require a plural construction.

Rule 12. When the subject is a collective noun and the sense suggests plurality, the verb must be in the plural number ; but when the sense suggests unity, the verb must be in the singular number.

Rule 13. When a collective noun suggests unity, the pronoun must be in the singular number ; but when it suggests plurality, the pronoun must be in the plural number.

## WORD RULES

1. A noun usually forms its plural by adding **s** to the singular.
2. A noun ending in **s**, **x**, **z**, **sh**, or **ch** (soft) forms its plural by adding **es** to the singular.
3. A noun ending in **y** preceded by a consonant forms its plural by changing **y** to **i** and adding **es**.
4. A noun ending in **f** or **fe** forms its plural by changing the ending into **v** and adding **es**.
5. A noun ending in **o** preceded by a consonant forms its plural by adding **es**.
6. A noun (singular or plural) not ending in **s** forms its possessive by adding an **apostrophe** and **s**.
7. A noun (singular or plural) ending in **s** forms its possessive by adding an **apostrophe**.
8. A word of one syllable ending in a single consonant preceded by a single vowel doubles that consonant before adding a suffix beginning with a vowel.
9. A word of more than one syllable accented on the last syllable ending in a single consonant preceded by a single vowel doubles the final consonant before a suffix beginning with a vowel.
10. A word ending in silent **e** retains the **e** before a suffix beginning with a consonant, and drops the **e** before a suffix beginning with a vowel.
11. A word ending in **y** preceded by a consonant changes **y** to **i** before a suffix other than **ing**; words ending in **y** preceded by a vowel retain the **y**.

## CAPITALIZATION

Rule 1. Begin with capitals the names of the days of the week, the months of the year, the holidays, holy days, and great events.

Rule 2. Begin with a capital the first word of every sentence.

Rule 3. Begin with a capital the first word of every line of poetry.

Rule 4. Begin with a capital all names of persons and places, and the words formed from them.

Rule 5. Write the words *I* and *O* as capitals.

Rule 6. Begin with a capital every quotation.

Rule 7. Begin with a capital every name and title of the Deity.

Rule 8. Begin with a capital every title of honor and respect.

Rule 9. Begin with a capital the important words in the title of a book, or in the subject of any other composition.

Rule 10. Begin with a capital the first word in the salutation of a letter and the first word in the closing of a letter.

Rule 11. Begin with a capital the words *North, South, East,* and *West* when they stand for sections of a country.

## PUNCTUATION

Rule 1. A *period* is used after every declarative and every imperative sentence.

Rule 2. A *period* is used after every abbreviation.

Rule 3. A *hyphen* is used when the word is broken at the end of a line.

Rule 4. A *question-mark* is used at the end of every interrogative sentence.

Rule 5. *Quotation-marks* are used to enclose words given exactly as written or spoken by some other person.

Rule 6. An *apostrophe* is used to show the omission of one or more letters.

Rule 7. An *apostrophe* is used in a noun to show that it expresses ownership.

Rule 8. An *exclamation-mark* is used after a word, or group of words, expressing strong feeling.

Rule 9. *Commas* are used to set off the name of a person addressed.

Rule 10. *Commas* are used to separate the words of a series, and the distinct parts of the same sentence.

Rule 11. *Commas* are used to separate the parts of a sentence inserted for explanation.

Rule 12. *Commas* are used to separate the parts of a broken quotation from the rest of the sentence.

Rule 13. A *comma* is used after a subordinate clause when it precedes the chief clause.



Rule 14. A *semicolon* is used before the words *as, namely, viz., e.g., for instance*, and the like, when they introduce an example.

Rule 15. A *semicolon* is used to separate the clauses of a sentence that are independent of each other.



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